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ABSTRACT

This issue of the "SLANT" Newsletter for researchers in second language acquisition is highlighted by a report of research on second language acquisition by immigrant workers in West Germany (including research in progress and a bibliography). Also included are reports from various language acquisition conferences; a listing of summer meetings, institutes, and upcoming conferences; and announcements of developments that are of interest to professionals in the field. (JB)

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Second Language Acquisition Notes & Topics

MANAGING EDITOR: Judith Chun
ASSISTANT EDITOR: Karen O'Neill
BUSINESS MANAGER: Thomas Nunnelley

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ATTENTION READERS: SLANT is counting on you! Share with other readers and help us out by sending in announcements, conference reports and resumes of research in progress, news of new courses, programs, and publications. We're looking forward to hearing from you!

CALL FOR RESEARCH RESUMES: All SLANT readers are invited to submit resumes of research projects, theses, and dissertations in progress in the field of second language acquisition. Resumes should be approximately 200 words in length and should include a brief description of subjects, data collection procedures, data analysis, and languages involved. Deadline for inclusion in the Fall issue: September 1, 1979. Send to: Research Resumes, SLANT Newsletter, English Department, c/o Graham Wilson, San Francisco State University, San Francisco, CA 94132 U.S.A.

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WE APOLOGIZE: So many of you have requested back issues that we are temporarily out of some of the issues. We're working as fast as we can and hope to have more back issues available soon. Thanks for your patience!

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RESEARCH REPORT ON SECOND LANGUAGE ACQUISITION BY IMMIGRANT WORKERS IN WEST GERMANY, Guest Editor: Jürgen M. Meisel (Gesamthochschule Wuppertal, Wuppertal, West Germany)

0. INTRODUCTION

In the Federal Republic of Germany (BRD) there live approximately 3.9 million foreign workers among a total of about 60 million inhabitants. Among these 3.9 million, 1.9 million are actually employed and 2 million are family members (half of these children up to the age of 18). Some 750,000 children of families residing in Germany still live in the countries where the parents emigrated from, and they will possibly follow them. Close to 80% immigrated from six countries: Turkey (28%), Yugoslavia (20%), Italy (15%), Greece (8%), Spain (5%) and Portugal (3%).

Massive immigration started in the late fifties, encouraged by German industry and by government authorities. In 1973, there were 2.6 million foreign workers employed in W. Germany; including family members, the total of the foreign population amounted to 4.3 million people. Since 1973, following the world-wide economic crisis and increasing unemployment in Germany, authorities have tried to make as many people as possible leave this country. Immigration has been stopped almost completely; only Italians are not affected by the various regulations (Italy being part of the European Community (EC), Italian citizens do not need working or residence permits which can be refused to all other immigrants). The result of this policy was that some workers went back to their countries of origin, but many others decided to stay for good, knowing that if they went back "home" it would be impossible to come to W. Germany again. Instead, they had their spouses and children follow them. This is why the number of employed has dropped drastically since 1973, the total of the foreign population much less so.

It is very difficult to know how many of these people will stay, or for how long. German government authorities (but unions as well) insist that they are not immigrants, meaning that they do not want them to stay for good: they only need labour, not people who want to go to school, who need hospitals, etc.! This is why they are called "Gastarbeiter," "guestworkers" implying that a guest is very welcome for a certain period of time but is expected to leave then. We will not use this term. An analysis of the statistics of immigration over the last 25 years and recent inquiries among the foreign population indicates that 50-65% intend to stay for good, i.e. at least up to the age of retirement. Thus, they <u>are</u> immigrants.

Their situation in W. Germany is extremely delicate. At work they enjoy largely the same rights as Germans, although many do those jobs which Germans would not accept because they are not well paid, or because they are dangerous, dirty, physically very hard, or very low in social status. Apart from social rights, the legal status of these immigrants is very insecure: they can be expelled, and even children of foreign parents born in this country are foreigners and can be sent "home" (!!!) if, for example, they violate a law. Attempts at social integration have not been very successful: the vast majority of the immigrants live segregated from the German population,

and there is a certain hostility against the immigrants.

To sum up, the political, economic and social setting make it virtually impossible for an immigrant to "integrate" into the W. German society as a bilingual and bicultural individual. He/she is exposed to strong social pressures which force him/her almost inevitably into the choice between assimilation (giving up his cultural identity) or segregation (ghettos are already developing in most of the major cities). As a result, attitudes toward everything German and motivation to learn the language well are fairly low for the great majority, at least among those who immigrated as adults. The language problem is felt to be the most important one. But very little is being done about it: only approximately 5% of the adult foreign population ever attends a language course. German as a Foreign Language - if it is taught in German schools - suffers from the fact that there exist no satisfactory teaching materials and no trained teachers. So far, no German university has offered a degree in "Deutsch als Fremdsprache" (DaF); only very recently has a program in DaF been established at some universities, not necessarily focusing on the problems of the immigrants but rather on language classes for foreign students.

Linguistic research in this area started as late as 1973; before, there had been only a few occasional works, like the seminal article by Michael Clyne (1968, see list of PUBLICATIONS). In Section 1. RESEARCH IN PROGRESS almost all of the current major research projects are listed. Two or three are missing because the researchers did not respond to the invitation to contribute to this presentation and I could not find reliable information elsewhere. There are certainly several M.A. and Ph.D. dissertations in progress of which I am not aware. In addition, there exist a number of activities concerning schooling and educational problems. Some of these are listed in Section 1. since they seem to be related to studies in second language acquisition.

It may be added that a very similar situation to the one in Germany exists in Switzerland, France, Scandinavia and the Netherlands. For information about France, see: Deutsch lernen which occasionally publishes papers on the situation in neighbouring countries. As for Scandinavia, see N. Dittmar et al. (eds.) (1978). Information on the Netherlands can be found in SLANT vol. VIII, No. 1 and in de Bot (ed.) (1978) in our list of PUBLICATIONS.

1. RESEARCH IN PROGRESS

In the following, various research activities are listed. The descriptions are those given by each research group or individual researcher; the phrasing is thus, not the editor's.

The three research projects listed at the beginning (HPD, ZISA and Barkowski et al.) investigate the linguistic development of adults. Barkowski et al. focus on problems of language teaching, the two other projects on problems of L2 acquisition.

Lattey, Pienemann, di Luzio and Stölting et al. study the language of immigrant children. Whereas Lattey and Pienemann analyse the process of L2 acquisition, di Luzio's research is concerned with the children's "first" language, in this case Italian. Stölting and associates are mainly concerned with sociolinguistic aspects of L2 acquisition.

Yakut investigates communication in the (Turkish) family and its influence on L2 acquisition.

ALFA, Menk et al. and Steinmüller work in areas related to L2 research: family communication and professional orientation, L2 as a means of instruction, and the importance of certain group activities for L2 acquisition.

Finally, Glück investigates the problem of whether the immigration to Germany around the turn of the century has influenced the development of the dialects of the Ruhr Mining District. Looking back, we may hope to learn something about the future of the recently immigrated population and interethnic relations in Germany.

•Pidgin-German of Spanish and Italian Workers in the Federal Republic of Germany. Heidelberg Research Project "Pidgin-German" (HPD), Germanistisches Seminar, Universität Heidelberg, Karlstr. 2, D-6900 Heidelberg 1, West Germany

The project started its work in 1974 (sponsored by the Deutsche Forschungsgemeinschaft). It was initiated by Prof. Wolfgang Klein - also the leader of the project - and at present consists of six research members: Angelika Becker, Ingeborg Gutfleisch, Margit Gutmann, Bert-Olaf Rieck, Wolfram Steckner, and Elisabeth Thielicke.

The undirected acquisition of German by adult Spanish and Italian immigrant workers representing different levels of approximation to the target variety has been analysed. The following techniques of data collection were used: To get information on the contact situation between immigrant workers and Germans participant observation was done in two factories, a pub, and an Alien Department (cf. HPD, 1975, Chs. 4 & 5). 48 interviews with immigrants and 12 with German Workers (speakers of the local vernacular) were carried out. The sample of foreign workers was stratified as follows: 24 Italians, 24 Spaniards, 16 women and 32 men. Their duration of stay varied between one and 15 years. The interviews took the form of casual but gently directed conversation. Special techniques were used to avoid communicative disturbances and deviations from usual communicative behaviour. From each of the recorded interviews 15 minutes were transcribed in a broad phonetic notation.

For the syntactic description, a reference grammar (a context-free phrase structure grammar) including all rules applying at least once in the corpus was used to parse 100 sentences from each informant's interview, and to compile relative frequencies of rule applications. This procedure, based on the concept of variety grammar (cf. Klein, 1974) results in a matrix containing the "syntactic profile" of each informant's approximative system of German. The learners' syntactic profiles were compared with those of the German informants, and were correlated with sociological data gathered during the interviews.

Furthermore, investigations concerning the acquisition of word order and lexicon were recently carried out. The study of the lexicon includes the learning of prepositions and verbs.

Two years after the first interview the Spanish informants still living in the Heidelberg area were interviewed a second time. This new series of interviews serves a double purpose: (1) to get better insight into the mechanism of the second language acquisition process as well as the problem of fossilization; (2) to study more profoundly the learning of certain semantic concepts, especially time and modality. To control the semantic input, special techniques - namely elicited translation and elicited imitation - were used. The material is being analysed.

•The Process of Natural Second Language Acquisition. Research Project ZISA (Zweitspracherwerb italienischer und spanischer Arbeiter)

Staff: Harald Clahsen, Gudrun Jaehnike, Ulrike Keunecke, Robert Kunsmann, Jürgen M. Meisel (principal investigator), Günter Neis, Manfred Pienemann, Andrea Pitko.
Sponsors: a) Cross-sectional study: Minister für Wissenschaft und Forschung des Landes Nordrhein-Westfalen (1977-1978).
b) Longitudinal study: Stiftung Volkswagenwerk (1978-1981).
Address: Prof. Dr. J. M. Meisel, FB Sprach- und Literaturwissenschaften, Gesamthochschule - Bergische Universität, Gauss-Str. 20, D - 5600 Wuppertal 1, West Germany.

The global aim of the research project is to describe the unmonitored second language acquisition of adult foreign workers from Italy, Spain and Portugal and to discover psycho-social determinants of this process. As is well-known from the study of L1 acquisition, the most efficient technique for this purpose is a longitudinal study.

Four years ago, we began to prepare such a study. A questionnaire was drafted to obtain as much psycho-social background information as possible. Our first investigations confirmed the dependence of L2 acquisition on these extra-linguistic determinants: Learners who do not want to integrate into German society tend to acquire a much more simplified variety of the target language than those who do want to integrate or even assimilate. We found that in order to determine the possible influence of extra-linguistic features on L2 acquisition, a longitudinal study alone, though urgently needed for an explicit description of the learner's "approximative systems," is not sufficient. We therefore supplemented the longitudinal study with a profile study, consisting of 45 interviews with foreign workers from the Romance countries.

In both studies we have been trying to give these interviews the character of unguided conversations. The cross-sectional study was finished in June 1978, at which time we started the systematic collection of data for the longitudinal study, in which L2 learners are observed from the time just after their immigration throughout a period of approximately two years.

The data analysis consists of a generative-tranformational description of the syntax of each informant's interlanguage. With the aid of variable rules combined with an implicational analysis, we tried to group the informants according to linguistic features. The main result of these language-internal groupings is that L2 acquisition must be regarded as a bi-dimensional process: although it is possible to describe L2 acquisition as a strictly ordered sequence of developmental stages, there are other linguistic features in the learner's interlanguage which indicate systematic variation within each developmental stage. We try to show in which way this variation is the result of psycho-social factors; similarly, we hope to be able to show that the fossilization of the developmental process depends on factors like learners' orientations (see Gardner and Lambert, Schumann, etc.).

•Theory and Practice of Foreign Language Acquisition - German for Foreign Workers. Hans Barkowski, Ulrike Harnisch, Sigrid Kumm, Project DfaA, Freie Universität Berlin, FB 16, Lehrstuhl Heinrichs, Habelschwerdter Allee 45, D - 1000 Berlin 45, West Germany

The project comprises three fields of study, which are closely connected and which influence each other:

1) the development of a language teaching theory GfFW;
2) the development of a language teaching model GfFW;
3) the empirical study, evaluation and interpretation of language acquisition processes of foreign workers in a formal teaching situation.

The language teaching theory for foreign workers is oriented towards the socialization situation of foreign workers in their home countries and in an industrial country. It deals with the problems in educational socialization and learning psychology of instruction of workers as well as of adult education and second socialization.

The language teaching model transfers the teaching theory into a concrete teaching program. This teaching program was tested and developed with a group of Turkish workers. The experiences of this experimental instruction contributed to the development of the program theory.

The empirical inquiry into language data and their evaluation serves as a check on the effectiveness of the instruction and aims at the description of language acquisition processes of foreign workers in a formal teaching situation. The language data were gathered by means of extensive tape recordings during the language courses in a Berlin industrial firm. The observation of the linguistic development of 15 Turkish course participants over a period of about nine months is supposed to give information about the influence of the instruction on the so-called foreign workers' German, which has already been acquired.

The practical aim of the project is the development of a teacher's handbook for the teaching of German to foreign workers, which prescribes precisely the principles of instruction, and which facilitates or provides for a group-specific development of a program by means of model teaching suggestions.

Significant aspects of the development of the language teaching theory and of the language teaching model have already been completed.

The theoretical results and teaching material which the work has produced so far are to be considered as elements of a general language teaching model GfFW, which particularly takes into consideration the various possibilities for reducing the language barriers of our foreign fellow-citizens. According to the work so far, the "Handbook GfFW I," which is expected to be completed by June 1978, will above all present teaching strategies in institutionalized language courses, which were tested in the model "Course for shift-workers after working hours held within the plant."

• Research on Code-Switching and the Language of Foreign Children in Germany. Elsa Lattey, Seminar für Englische Philologie, Universität Tübingen, Wilhelmstr. 50, D-7400 Tübingen, West Germany

1) I am investigating the language of foreign children in Germany (to date, 23 grade-school children) via tape-recorded interviews made in the school or in my home. The objective of the research is a communicatively-oriented semantic analysis within the Form/Content framework of the L2 (German) used at various stages of proficiency and with varying L1's (English, Italian, Greek, Turkish, Yugoslavian). The immediate intent of the investigation was to show via the language of these children (a number of whom had no contact with Gastarbeiter - "foreign workers" - or their families) that many so-called pidgin features of the language used by adult foreign workers were part of a normal second-language learning process. A further goal now is to examine the second-language development by reinterviewing some of the children several years after their initial interviews. For one of the children (L1 English), I have long-range language samples (including story-retelling, picture descriptions, play conversations, monologues spoken into the tape-recorder when no observer was present etc.) from ages 9 to 12. These are yet to be studied.

2) An interest in code-switching has also led to observations of German-English bilingual children (recorded conversations at play) in an attempt to discover the environmental and situational factors prompting a switch from one language to another. My observations have led me to conclude that the psychological processes influencing and the mechanism producing code-switching are directly related to those which result in slips of the tongue.

• The Unmonitored L2 Acquisition of Immigrant Children in Germany. Manfred Pienemann, (Ph.d. Dissertation), FB Sprach- und Literaturwissenschaften, (ZISA-Forschungsgruppe), Gesamthochschule Wuppertal, Gauss-Str. 20, D-5600 Wuppertal 1, West Germany.

For a period of more than one year, the unmonitored acquisition of German as L2 by three Italian girls (eight years of age) was observed. From the first (in one case the fourth) week of their stay on, the children were interviewed individually every three to six weeks, each session consisting of play and conversation situations. This description of L2 acquisition starts, therefore, from the "absolute zero point."

The data analysis concentrates on syntax (especially affirmative sentences) and some lexical aspects. On the basis of TG and implicational scaling a generative and dynamic description of the acquisition process is attempted.

This study aims at an interpretation of the L2 acquisition process on the basis of psycho-social and cognitive factors. At the same time, conclusions for teaching practice are drawn.

- A Study of the Command and Use of Italian by Italian Immigrant Children in Contact with German. Prof. Dr. Aldo di Luzio, FB Sprachwissenschaft, Universität Konstanz, P.O. Box 7733, D - 7750 Konstanz, West Germany.

This research project focuses on some aspects of the command and use of the Italian language by Italian immigrant children in the Federal Republic (i.e., in a specific situation of language contact with German). This situation is characterized by the fact that German together with the parents' local Italian dialects are the languages of primary socialization, whereas standard Italian is only secondary.

The research project has three components:

1) the description of the specific variety of Italian spoken by immigrant children on the basis of some selected features on the morphological and semanto-syntactical levels (variable rules). In addition, the influence of some features of the parents' dialects as well as interference phenomena with German are taken into account.

2) the sociolinguistic characterization of this variety using

(a) biographical and social data (age, years in West Germany, attendance at courses on Italian language and culture, attitudes).

(b) language use data (language alternation within domains, language use in family and peer group).

3) the reconstruction of some domains of language alternation based on the analysis of code-switching behaviour in natural situations.

Informants are 24 children of Italian workers in Konstanz/Baden-Württemberg. A group of 20 monolingual immigrant children in northern Italy serves as a control group. Some of our hypotheses also require data on the parents' language. Analysis rests upon the following data: interviews with individuals and in groups, conversational material from a natural situation. All data are tape-recorded and transcribed. Additionally, we use data from the written language, from tests and participant observation.

- Der serbokroatisch-deutsche Bilinguismus jugoslawischer Schüler.
  Sponsor: Ministerium für Wissenschaft und Forschung des Landes Nordrhein-Westfalen
  Members: Dragica Delić, Marija Orlović, Karin Rausch, Edeltraud Sausner, Wilfried Stölting (project leader)

Time schedule: April 1973-September 1975 preparation, data collecting, and analysis, January 1976-December 1977 final report.
Institutional affiliation: Universität Essen/Gesamthochschule, Fachbereich 3, Germanistische Linguistik.
Current address: Prof. Dr. W. Stölting, Universität Oldenburg, Ammerländer Heerstr. 67-99, D-2900 Oldenburg, West Germany

The main interest of this research project derives from the language shift topic of sociolinguistics: 1) which are societal, environmental, and educational conditions favouring the gradual shift from the mother-tongue to German in second-generation schoolchildren? and 2) are there any factors to strengthen the position of the mother tongue in view of bilingual/bicultural communities of foreigners in West Germany? This approach requires us to take into account both the German and the Serbo-Croatian languages, attitudes of speakers towards these languages, conditions of language acquisition, amount of usage and degree of proficiency in either language.

The general conditions of language usage and language acquisition were determined by analysing written materials, visiting schools and taking part in family gatherings. Extensive interviews with families and subjects (50) and questionnaires served to determine the usage of German and Serbo-Croatian in various domains of speaking. The degree of bilingual proficiency was measured by a global count of the speakers' errors and mistakes/language areas that can be compared in German and Serbo-Croatian (noun area, verb area, word order area, etc.). Bilingual usage and bilingual proficiency were compared on the basis of a bilingual relation's quotient. Age of subjects (9-16), age at starting German, length of stay in West Germany and type of schooling were taken into account.

The findings show that in Yugoslav children undergoing schooling in Germany, the tendency to shift to German is very strong. Children approaching equilinguism are more likely to be found in the higher age group that commenced school in Yugoslavia than in the lower age group entering the 1st form in Germany. The complex language situation in Yugoslavia weakens the status of the children's mother-tongue in the German environment.

Language of Family. Dr. phil. Atilla Yakut, Pädagogische Hochschule, Humboldstr. 2, D-4040 Neuss, West Germany.

Turkish guestworkers in Western Germany are a large group with social and linguistic features that are very different from those of other nationalities and especially from those of the Germans. The Turkish family has comparatively more functions in inter- and intra-family relations. From this point of view it can be assumed that second language acquisition is subject to family influences.

A doctoral study was carried out between 1974 and 1977 at the University of Konstanz in order to test hypotheses which were derived from such assumptions as the above. Similarities and differences of the second language (in this case, German) of family members, as it was hypothesized, are dependent on situational changes, i.e., family members' German is more similar if they are together

and/or if they interact together. Natural and semi-directed conversations of single family members inside and outside of their own families as well as several linguistic and attitudinal tests gave the data which, in part, were transcribed phonetically, then analysed statistically. Correlations of phonological, morphological and syntactical features were computed. The results, which are going to be published this year, verified the hypotheses and supported the assumptions of dependency between language and the family system.

That study is now carried out further in order to test other aspects of the theoretical basis.

- Influences of the Structure of Family Communication upon Professional Orientation. ALFA Forschungsgruppe, Pädagogische Hochschule Rheinland, Humboldstr. 2, D-4040 Neuss, West Germany.

This project started in July, 1978 at the Pädagogische Hochschule Rheinland in Neuss and has been planned for a period of two and a half years. The subject matter is the social and linguistic structure of Turkish guest-worker-families and the influence of that structure upon the vocational choice and orientation of the teen-agers from such families.

It is assumed that the linguistic and social structure of the family are decisive for the access to information and informational sources as well as for the selection and interpretation of information.

The data are going to be gathered in 18 case studies over a period of two years (semi-structured interviews and free conversations with whole families and individual family members - the latter inside and outside of their home in interaction with outsiders). Furthermore, information and informational sources are going to be analysed in respect to the process of the teen-agers' vocational choice.

This project aims at gaining an insight into the family structure with regard to how social and socio-economic information of a linguistic nature are subjected to a process in such a structure. The results are going to be used in developing institutional and formal measures for social help programs such as professional guidance and second language teaching courses.

- Learning through the Medium of a Foreign Language.

Research Workers:	Werner Kay	(Teacher, Mathematics)
	Ina Kurth	(Professor, Mathematics)
	Antje-Katrin Menk	(Professor, Linguistics)
	Yayla Mönch-Bucak	(Teacher, German, Turkish, Mathematics)
	Ilse Nikolai	(Teacher, German, Mathematics)
	Winfried Heil	(Psycho-Linguist)
Time Schedule:	August 1, 1978 - July 31, 1981. Sponsor: Stiftung Volkswagenwerk.	
Sponsor:		
Address:	Antje-Katrin Menk, Fachbereich 7, Universität Bremen, D-2800 Bremen, West Germany	

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Contents of the project:
The acquisition of mathematical knowledge at the level of general secondary education through the medium of German is to be studied.

The target groups are:
1) homogeneous groups of Turkish adolescents in special courses acquiring the general secondary school-leaving certificate (Hauptschul-Diploma).

2) international groups of foreign adolescents in the same course type,

3) homogeneous and heterogeneous groups at secondary level within the school system.

The mathematical teaching method adopted aims at relating formal mathematical contents to everyday knowledge and everyday needs. (For example, understanding fractions through reading and cooking according to recipes).

The materials and the language used in the classroom are to be adapted to the various levels of linguistic proficiency. The content side of teaching will not be watered down no matter how low the linguistic proficiency level of the pupil is.

The project will investigate:

1) whether language teaching can be integrated into subject teaching at certain phases, or

2) whether it is more feasible to organize separate language instruction prior or parallel to subject teaching.

We hope to get some insights into the relationship between development of foreign language learning and the acquisition of knowledge and we hope to collect evidence to support arguments for medium-teaching instead of traditional foreign language teaching for this special target group.

• Research on the Language Acquisition of Foreign Workers and their Children in Germany and on the Educational Problems of Foreign Children at German Schools. Prof. Dr. Ulrich Steinmüller, Freie Universität Berlin, FB 16, Germanistik, Habelschwerdter allee 45, D-1000 Berlin 33, West Germany.

1) Dr. Ulrich Steinmüller was counselor for a communication project with foreign workers in Berlin-Wedding, a part of Berlin that is known for its very high percentage of foreign workers.

The main goal of this project was to sponsor group activities for foreigners and their German neighbours in order to advance the foreigners' social and communicative abilities and integration. Language acquisition seemingly came as a mere by-product: social abilities

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include capability of speech and communicating abilities as a means of understanding and making oneself understood, of planning and acting together. So there were no regular "classes" in German and no language teaching lessons, but the social situation and the Germans taking part in the activities acted as "teachers." The result of this language acquisition process was not "correct" German in a normative sense but the confidence and the ability to express oneself, of understanding and making oneself understood, of taking part in the neighborhood activities. Thus, the acting together of Germans and foreigners on questions of mutual and common interest established a permanent language acquisition process with a constant contact with the target language.

(This project was sponsored by the "Stiftung Volkswagenwerk" in cooperation with the "Zentrum Berlin für Zukunftsforschung.")

2) In another project Dr. U. Steinmüller is a counselor for an experimental school in Berlin-Kreuzberg with a higher-than-average percentage of foreign pupils. The goal of this experiment is to develop curricula and methods for the bicultural education of German and foreign children, and an appropriate method for second language teaching in the special situation of foreign children at German schools. This is done with respect to the fact that in 1978 still 62% of the foreign pupils in Berlin left school without any final qualification at all. As this is mostly due to difficulties with the German language it is of primary importance to improve language teaching and language acquisition in classroom conditions. On the other hand, it is necessary for the development of personality and the stabilization of identity of the foreign children - as long as they and their parents are not considered immigrants - to develop their native language abilities and contact with their own national culture. This should not be done in opposition but in addition to the German education; hence, the emphasis on bilingual and bicultural education.

- The History of the Dialect(s) Spoken in the Ruhr Mining District.
Dr. Helmut Glück, Universität Osnabrück, FB 7: Kommunikation/Ästhetik, P.B. 4469, D-4500 Osnabrück, West Germany.

Between 1880 and 1914, the industrial district of the Ruhr became the most important centre of German economy and the most populated agglomeration of big cities. The process of industrialization caused an enormous demand for working people. In the 1880's, the mines and factories began to initiate a mass immigration from the eastern provinces of the German Reich (East- and West-Prussia, Poznania, Silesia) which led until 1914 about one-half million immigrants, mostly Poles, to the Ruhr district. Besides the immigration of Polish workers, the immigration of workers from the Netherlands, Slovenia, Italy, Bohemia, and several other territories of Tsarist Russia and the Austro-Hungarian Empire has to be taken into account

My hypothesis is that there must have been not only multilingualism for some decades, not only a considerable variety of pidgins and/or transitional dialects (L[illegible] German), but that these - now mostly extinct - languages and transitional varieties must have influenced the spoken language of the Ruhr district of today. In short, not only the processes of second language acquisition of industrial immigrants are of interest, but the traces of these processes in the Ruhr

workers' dialects of today as well. The opposite hypothesis, favored by some scholars, is that there was a continuous evolution from the autochtone low German dialects to the regional dialects of today and that this linguistic evolution was not interruped or influenced by the alloglotte immigration.

As to the linguistic data, in my research I found only some witnesses and xenophobe poems containing examples of Polish-German transitional varieties (the so-called "Polnisch Platt mit Zungenschlag") which cannot serve as data for serious linguistic investigation. Dialectological descriptions of these varieties do not exist. Even the Ruhr district dialect of today, which is not only a regional, but also a social (workers') class dialect, has not been subjected to dialectological or sociolinguistic research so far (just recently, a research project has been started by the German Department of the Ruhr University, Bochum). A linguistic verification of either hypothesis therefore is still impossible. This lack of linguistic data caused me to use other kinds of empirical data to reconstruct the linguistic situation in question: economic, sociological, and ideological facts. The methodological and theoretical problems resulting from this seemingly non-linguistic approach are considerable, but cannot be discussed here.

The purpose of my investigation is not primarily to contribute to historical dialectology, but to analyse the social and linguistic history of an early case of industrial migration which could perhaps give some evidence to present research of the linguistic dimensions of industrial immigration and some arguments in the discussion about prognoses of the further development of present industrial polyglossy in West Germany.

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Mario de Matteis (1977). "Soziolinguistische Merkmale italienischer Migrantenkinder," Proceedings of the 7th Annual Meeting of the GAL (Gesellschaft for Angewandte Linguistik - Society of Applied Linguistics),Stuttgart, West Germany, 73-91.

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Jürgen M. Meisel (1975b). "Der Erwerb des Deutschen durch ausländische Arbeiter. Untersuchungen am Beispiel von Arbeitern aus Italien, Spanien and Portugal," Linguistische Berichte 38, 59-69.

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Ulrich Steinmüller et al. Cooperative Arbeitsdidaktik/Institut für Zukunftsforschung (CAD) (1978), Lernstatt im Wohnbezirk. Kommunikationsprojekt mit Ausländern in Berlin-Wedding, Frankfurt/Main.

Wilfried W. Stölting (1975). "Wie die Ausländer sprechen: eine jugoslawische Familie," Zeitschrift für Literaturwissenschaft und Linguistik, Heft 18, Göttingen.

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Atilla Yakut (forthcoming). Sprache der Familie. Eine Untersuchung des Zweitsprachenerwerbs der türkischen Gastarbeiterfamilien in der BRD.

ZISA. (Forschungsgruppe "Zweitspracherwerb italienischer und spanischer Arbeiter," (forthcoming), Deutsch als Zweitsprache. Der Spracherwerb ausländischer Arbeiter, Tübingen: Verlag Gunter Narr.

This bibliography is not meant to be exhaustive. Researchers were asked to indicate which items of their list of publications they wanted to have included. Some did not respond: in this case the choice is the editor's.

3. RESOURCES

3.1 JOURNALS

- Zeitschrift für Literaturwissenschaft und Linguistik 18 (1975) "Sprache ausländischer Arbeiter." Contributions by J.M. Meisel, W. Stölting, J. Meyer-Ingwersen, Heidelberger Projekt "Pidgin-Deutsch," Y.M. Bodemann and R. Ostow, and M. Orlović.
  This issue, No. 18, is dedicated to linguistic problems of immigrant workers in Germany. No. 6 of the following journal also focuses on this topic.

- Studium Linguistik 6, (1978)
  Published by: Scriptor Verlag, Kronberg/Ts.
  Other issues of SL occasionally include papers on similar problems.

- Deutsch lernen
  Edited by: Sprachverband Deutsch für ausländische Arbeitnehmer, e.V. Raimunistr. 2, D-6500 Mainz 1, West Germany.
  This is the only journal which is exclusively dedicated to German as a second language of immigrant workers and their families. The focus, however, is on educational problems.

- Jahrbuch Deutsch als Fremdsprache
  Published by Verlag Julius Groos, D-6900 Heidelberg, West Germany.
  It publishes papers on German as a foreign (second) language; natural second language acquisition by immigrant workers, however, is only one area of interest within the scope of this publication. The same holds true for the following working papers.

3.2 WORKING PAPERS

- Materialien Deutsch als Fremdsprache
  Edited by: Arbeitskreis Deutsch als Fremdsprache beim DAAD
  Available from: Dr. Arnim Wolff, Universitätsstrasse 31, D-8400 Regensburg, West Germany.

- Materialien zum Projektbereich "Ausländische Arbeiter"
  Edited by: Arbeitsgemeinschaft der Katholischen Studenten und Hochshulgemeinden, Rheinlandweg 34, D-5300 Bonn, West Germany.

- Dittmar, Haberland, Skutnabb-Kangas, Telemann (eds.) (1978) Roli-Papir 12, (see list of publications)

- Arbeitspapiere zum Spracherwerb
  Available from: Prof. Dr. H. Wode, Englisches Seminar der Universität Kiel, Olshausenstr. 40-60, D-2300 Kiel, West Germany

- Wuppertaler Arbeitspapiere zum Spracherwerb
  Several issues contain papers on L2 and L2 acquisition.
  Available from: Fachsprecher Linguistik, FB Sprach- und Lit. -wissenschaften, Gesamthochschule - Berg. Universität, Gaussstr. 20, D-5600 Wuppertal 1, West Germany.

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3.3. VARIA

- Newsletter:

  Informationen Deutsch als Fremdsprache
  Edited by: Deutscher Akademischer Austauschdienst (DAAD)
  and by: Arbeitskreis DaF beim DAAD
  Available from: DAAD, Kennedyallee 50, D-5300 Bonn 2, West Germany
  Comment: see Jahrbuch DaF.

- Bibliography:

  K. de Bot (ed.) (1978), Teaching Migrants with a Special Reference to Language Teaching. A Bibliography up to the End of April 1977. The Hague: Central Documentation Department, Ministry of Education and Science.
  Available from: Ministry of Education and Science.

An overview of university courses and research projects dealing with immigrant workers is given by Cherubim and Müller. In addition to their papers listed in our section PUBLICATIONS, I want to mention:

Dieter Cherubim and Karl-Ludwig Müller (1979), "Diskussion laufender Projekte zur sprachlichen Situation ausländischer Arbeiter und ihrer Kinder in der BRD," in Rolf Kloepfer et al. (eds.), Romanistik, München: Fink Verlag.

4. CONFERENCES

So far there have been very few conferences dealing with linguistic problems of immigrant workers. The first was held in 1977.

- Deutscher Romanistentag, October 1977, Universität Giessen.
  Section 10: Chairman: J.M. Meisel
  Contributing: J. Pérez-Alonso, Harald Clahsen, Sascha W. Felix, Norbert Dittmar, Manfred Pienemann, Frank Müller, D. Cherubim and K.-L. Müller.
  Proceedings: R. Kloepfer et al. (eds.), (1979), Romanistik, München: Fink Verlag.

- First Scandinavian-German Symposium of the Language of Immigrant Workers, Roskilde University, Roskilde, Denmark, 19-23 March, 1978.
  see: list of PUBLICATIONS, N. Dittmar et al. (1978) and also report by H. Haberland in SLANT, Vol. VIII, No. 2.

- Conference on Theoretical Orientations in Creole Studies
  The College of the Virgin Islands, St. Thomas, U.S. Virgin Islands, March 28-April 1, 1979.
  Section VIa: Creolization and Second Language Acquisition
  Presenter: Roger Andersen; Discussant: Albert Valdman;
  President: Rose Nash.
  Several papers in this section dealt with pidginization processes in the acquisition of German by foreign workers: Norbert Dittmar, G. Gilbert, J.M. Meisel.

There will probably be a Second Scandinavian-German Symposium in 1980. Precise information is not yet available. Those interested should write to J.M. Meisel, FB 4, Gesamthochschule Wuppertal, Gauss-Str. 20, D-5600 Wuppertal 1, West Germany; they will receive information in due course of time.

RESUMES OF RESEARCH IN PROGRESS

LISTENING COMPREHENSION STRATEGIES OF FL LEARNERS, J.F. Matter, C.J. Koster, A. Hoeflaak, Department of Applied Linguistics, Free University, Postbox 7161, 1007 MC Amsterdam, The Netherlands.

An investigation into the strategies FL learners apply in listening to a stretch of speech in the foreign language: especially the effectiveness of segmentation strategies and the hierarchy of conceptual and syntactic analyses as a function of level of proficiency.

READING COMPREHENSION OF NON-NATIVE STUDENTS IN ENGLISH COMPOSITION AT THE FRESHMAN LEVEL, Dr. Dyne H. Macha, Department of English, Texas A & M University, College Station, TX 77843

Five reading comprehension instruments were administered to groups of native and non-native students enrolled in Freshman English at Texas A&M University in an attempt to discover how well these upper-level, post-institute ESL readers perform in comparison with their native counterparts. Two traditional, two integrative, and one subjective measure were employed, and altogether there were 316 student responses. While the "Diederich Reading Test" did not discriminate between native and non-native freshmen, the other four instruments -- the Davis Reading Test, the timed cloze test, the sequenced and scrambled cloze exercise, and the subjective instrument -- showed considerable differentiation between the two groups of students. The results found at TAMU were compared with those found earlier in studies at UCLA, the University of New Mexico, and the University of Michigan. The findings at TAMU suggested that, relative to native freshmen, non-native freshmen experience problems with discourse, rate, and vocabulary as they decode English messages. Though the experiment at TAMU was not without limitations, practical implications were derived from the study, addressing the issues of placement, instruction, assignments, and materials appropriate for non-native freshmen.

VARIABILITY AND STABILITY IN INTERLANGUAGE (Ph.D. Project 1979-1981), Jan Hulstijn, Department of Applied Linguistics, Free University, Postbox 7161, 1007 MC Amsterdam, The Netherlands

Investigations into the (in)stability over time of certain word order phenomena in learner speech and into the (in)variability of these phenomena as dependent on communicative situation and linguistic context. Longitudinal study of 40 adults living in Holland: L1 is English or French; L2 is Dutch.

CONFERENCE REPORTS

REPORT ON THE NAFSA ERROR ANALYSIS WORKSHOP* by Melissa Allen-Adams and Todd Hochstatter (World English Center, University of San Francisco, San Francisco, CA, U.S.A.)

A workshop entitled "Error Analysis in the Classroom," featuring Drs. Jacquelyn Schacter and William Rutherford, Associate Professors at the American Language Institute of the University of Southern California, was held at Stanford University on May 19. The workshop was presented by the ATESL Section of NAFSA Region XII, with the cooperation of the Stanford University Linguistics/English for Foreign Students Department.

During the morning session, Drs. Schacter and Rutherford addressed the workshop assembly on the subject of "Recent Developments in Error Analysis Research." Dr. Schacter presented an overview of findings in the areas of Contrastive Analysis, Error Analysis, Performance Analysis and Discourse Analysis.

Contrastive Analysis, which predicts that difficulties in language learning will occur in areas where there are differences between the first language and the target language, has been criticized because errors which have been predicted do not always occur and because many errors that do occur cannot be traced to contrastive difficulty.

Error Analysis considers all deviations in the learner's speech and focuses on those which are systematic. Errors can be classified into two categories, intralingual and interlingual. Intralingual errors, which include those resulting from overgeneralization and simplification, are similar to those which occur in first language learning. Interlingual errors, also called interference errors, can be traced to the influence of the first language.

The importance of interlingual errors has been disputed by various researchers. Dulay and Burt, studying the appearance of 11 morphological functors, found that interference accounted for only 5 percent of errors. A study by Duskova, however, showed that 30 percent of errors were due to interference. Besides inconclusive data, another difficulty in exclusively using errors to explain the language learning process is that important factors such as avoidance cannot be considered.

A recognition of these limitations has led to the incorporation of Error Analysis into Performance Analysis. Performance Analysis analyzes the total production of a certain aspect of language, such as WH-questions, culling both successful and unsuccessful attempts.

Another approach, Discourse Analysis, considers the entire corpus of speech, focusing not only on what the learner says, but also on what is said to him. In learning a language, the learner must develop ways to establish a topic, change a subject, get attention, etc. These needs, discourse analysts believe, influence what structures the learner acquires and the order in which he acquires them.

*National Association for Foreign Student Affairs

Dr. Rutherford presented a taxonomy of important considerations for looking at errors in second language acquisition research: A. Classification, B. Quantification, C. Evaluation, D. Explanation, E. Techniques and F. Applications.

In considering the classification of errors, it is vital to define the concept of "error," to distinguish an error from a mistake, and to ask why errors are important to consider. Quantification involves looking at how frequently forms are produced and how errors are distributed in learner speech, taking into consideration the possibility of avoidance of particular forms. In evaluating errors, we need to look at whether an error is "global" or "local," that is, whether it impedes communication or is simply seen as awkward or incorrect.

In addition, we explain errors by looking for their sources, which can be transfer-of-training, interference or developmental processes. Interlingual errors, Rutherford noted, can stem from overgeneralization, simplification, learning strategies or communicative strategies. He did not discuss the techniques for correction, but did discuss the possibility that the interpretation of errors can have implications for syllabus design, teaching techniques, text development and grading.

The afternoon session concentrated on ways that error treatment can be made more effective. Dr. Schacter introduced her system of hand signals, which she uses to indicate to a student that he/she has produced an error.

The problem with using verbal correction techniques, Dr. Schacter believes, is that they are often ambiguous. Many teachers indicate errors by asking students to repeat, by saying "what?" or by repeating the student's utterance with a rising intonation. In normal communication, however, these responses generally indicate that the hearer has not understood the content of the speaker's utterance. To distinguish between form and content, Schacter responds verbally to content errors and uses signals to indicate form errors.

Her system includes a different hand signal for each of the following problems: tense errors, agreement errors, plural errors, preposition errors, word order errors, and article errors. When an error is made and indicated by a sign from the teacher, the student reviews his utterance, finds his error, and -- usually -- corrects it himself. Dr. Schacter reports good results in using this system and favorable responses from students.

The workshop concluded with a presentation by Dr. Rutherford suggesting techniques for correcting students' written errors, many of which show the influence of the student's first language. Dr. Rutherford emphasized the importance of indicating errors in a non-specific way so that students are encouraged to work out their own revisions.

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A CONFERENCE ON LANGUAGE AND COMMUNICATION IN THE ELDERLY was sponsored by the Boston University School of Medicine on May 5 and 6, 1979 at the Colonnade Hotel in Boston. This multi-disciplinary conference brought together clinicians and researchers whose work deals with various aspects of language and communication skills in the elderly. The first day focused on clinical and therapeutic issues. Speakers examined various aspects of language in dementia and covered medical themes such as communication with elderly patients, and the influence of stress or medication on language. Cognitive changes in aging and rehabilitation techniques were also discussed.

The second day focused on experimental issues, reviewing research on cognitive impairment in the elderly. Topics of the second day included: verbal memory and naming difficulties and the strategies compensating for them, the structure of narrative discourse and of conversational communication in the elderly, potential age-related changes in language lateralization, and comprehension disabilities.

The following papers were presented:

Session on Clinical and Therapeutic Issues

Chairperson: Martin L. Albert, (Boston University School of Medicine, Boston, MA)

Neurological Aspects of Language Disorders in the Elderly - An Anatomical Overview (Marjorie LeMay, Harvard University School of Medicine, Cambridge, MA)

Changes in Cognitive Style with Aging (Edith Kaplan, Boston University School of Medicine)

A Clinical Approach to Communication with the Elderly Patient (Knight Steel, Boston University School of Medicine)

Issues of Communication Geropsychiatry (Leon Epstein, Langley Porter Neuropsychiatric Institute, University of California, San Francisco, CA)

Language in Dementia (Martin Albert, Boston University School of Medicine)

Speech Input Processing, Hearing Loss, and Aural Rehabilitation with the Elderly (Ralph Rupp, School of Education, University of Michigan, Ann Arbor, MI)

Outcome of Language Rehabilitation in the Elderly Aphasic Patient (Martha Sarno, New York University School of Medicine, New York NY)

Language and Communication in the Elderly: / Clinical/Therapeutic Overview (Norman Geschwind, Harvard Medical School)

Session on Experimental Issues

Chairperson: Loraine K. Obler (Boston University School of Medicine)

Cognitive Development in Aging (K. Warner Schaie, University of Southern California, Los Angeles, CA)

Verbal Memory in the Elderly (Martha Storandt, Washington University, St. Louis, MO)

Naming Difficulties in Aging (Harold Goodglass, Boston University School of Medicine)

Impairment of Semantic and Episodic Memory in Senile Subjects (Elisabeth Clark, New York University Medical Center)

A Pragmatic Evaluation of Discourse Communication in Normal and "Senile" Elderly in a Nursing Home (John Hutchinson and Mary Jensen, Speech and Hearing Center, Idaho State University, Pocatello, ID)

Narrative Discourse Style in the Elderly (Loraine Obler, Boston University School of Medicine)

Language Lateralization in the Elderly (Joan Borod, Boston University School of Medicine)

Language and Communication in the Elderly: An Experimental Overview (Marcel Kinsbourne, University of Toronto Medical School, Toronto, Ontario, Canada)

THE 1979 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES was held April 19-22, 1979 in Washington, D.C. (Chairman: Paul V. Cincinnato, Farmingdale, N. Y. Public Schools). The theme of the 1979 Conference was "The Foreign Language Learner in Today's Classroom Environment."

At the conference three authors each chaired a session on their individual topic:

1. Wilga M. Rivers of Harvard University, "The Educational Goals of Today vis-à-vis the Foreign Language Learner";

2. Carol Rosenfeld of State University of New York (SUNY) at Buffalo, "The Goals and Learning Styles of the Foreign Language Learner";

3. Gilbert A. Jarvis of the Ohio State University, "The Goals and Teaching Strategies of the Foreign Language Teacher."

Keynote sessions set the tone for dozens of panels, workshops, and demonstrations to follow up on the published reports.

The concurrent sessions offered a unique opportunity to find out what is happening nationally in the profession. The wide variety of proposed topics included:

Foreign Languages for Adults (Don R. Iodice, Oakland University)

The Notion of Linguistic Contrast Applied to Foreign Language Teaching (Carlos A. Solé, University of Texas at Austin)

Motivating with Media (Guessier Normand, University of Toledo)

Sensory Activities to Accommodate Students' Learning Styles (Harry G. Tuttle, North Syracuse, NY Central Schools)

Avoiding Cultural Stereotypes in the Spanish Classroom (Mary H. Lusky, Wellesley College)

Non-verbal Communication in the Italian Classroom (Remo J. Trivelli, University of Rhode Island; Robert J. DiPietro, University of Delaware)

Student Group Oral Presentations: Total Class Involvement (Gloria M. Russo, University of Virginia)

Selective Correction Strategies of Learner Errors (James M. Hendrickson, Lansing Community College)

Assessing Student Learning Styles and Teaching for Individual Differences (Helen S. Lepke, Kent State University)

A Model for Developing Advanced Listening Comprehension Skill (Theodore Kalivoda, University of Georgia)

A Workshop on Humanistic Techniques (Gertrude Moskowitz, Temple University)

Sociolinguistic Fieldwork Techniques and Second Language Teaching (Barbara Freed, University of Pennsylvania)

Motivational Techniques for the Foreign Language Class (Joseph A. Tursi, State University of New York (SUNY) at Stony Brook)

Folklore and the Teaching of Foreign Cultures and Languages (Ariadne Shilaeff and students from Wheaton College)

Strategies for Eliciting Student Participation (Anne Stern, Harvard University; Mary Anne Vetterling, Northeastern University)

Promoting Foreign Languages in the Community (Jane M. Bourque, Stratford, CT, Public Schools; Anita Monsees, Syracuse, NY)

Implementing Inductive and Deductive Techniques of Teaching Reading Strategies (Judith A. Laciura, East Amherst, NY, Public Schools)

Total Language Immersion (Angela Rodriguez, Montgomery County, MD, Public Schools)

Background of the Conference: The Northeast Conference on the Teaching of Foreign Languages is the nation's oldest and largest pedagogical meeting of foreign language teachers. Since 1954 the focus of

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the annual Conference has been on the effective learning of languages, both ancient and modern, in schools and colleges.

The Conference divides its work into segments unified under a theme selected by the Chairman of the Board of Directors in response to suggestions from Members of the Advisory Council. These Members are all Official Representatives of the hundreds of departments, schools, and groups sponsoring the Conference.

More than a year of research is devoted to each topic, and the final result is the publication of the written Northeast Conference Reports prior to the Conference. By the time of the 1979 Conference, the theme for the 1980 Reports was already under close scrutiny.

As the Conference has evolved over the years, the program has become longer and more diversified. It now begins on Thursday afternoon and continues through the entire day on Saturday into Sunday morning. Nationally known keynote speakers, professional panels, workshops, demonstrations, and study tours all make the Northeast Conference the most widely attended pedagogical Conference of foreign language educators in the country.

For additional Conference information, contact:

Northeast Conference
Attn: James W. Dodge
Box 623, Middlebury, VT 05753

11th ANNUAL STANFORD CHILD LANGUAGE RESEARCH FORUM

by Mary McGroarty*
(School of Education, Stanford University, Stanford, CA, U.S.A.)

The 11th Annual Stanford Child Language Research Forum took place at Stanford University on April 6-8, 1979. The keynote address, "Peek-a-boo as an Instructional Model: Discourse Analysis at Home and at School," was delivered by Courtney Cazden (Harvard University, Cambridge, MA, and Center for Advanced Study in the Behavioral Sciences, Stanford, CA) on Friday evening, April 6. Over the next two days, eighteen papers were presented in the areas of phonology, morphology, syntax, semantics, pragmatics, discourse, and language acquisition in special propulations. After the individual presentations, three special interest groups met to discuss concerns in the fields of Second Language Acquisition, Discourse Analysis, and Language Disorders. While only one of the formal presentations dealt specifically with data from second language acquisition, many of the papers covered topics of interest to researchers in second as well as in first language acquisition. Especially notable was the increased attention given to pragmatics and discourse development in the first language, for several papers were delivered in each of these two areas; the general trend toward studying the acquisition of language in use was plain.

*With a report on the special interest group on Second Language Acquisition by Kim Hester (English Department, San Francisco State University, San Francisco, CA)

In "Peek-a-boo as an Instructional Model," Courtney Cazden presented an exploratory consideration of language acquisition research in the home and school domains. Using Dell Hymes' typology of a formality continuum between speech situations (activities which contain speech but emphasize other aspects of reality; for example, a football game) and speech events (activities directly governed by rules for speech, such as wedding or graduation ceremonies or school lessons), she noted that the ethnographic and sociolinguistic research of the past five years has generated much information about the kind of verbal activity that occurs in classrooms. Studies describing phenomena like turn allocation procedure and requests for clarification in classrooms have provided formal statements about what a member of the society (here, the classroom) needs to know in order to participate in ongoing activity. The underlying metaphor of classroom as culture which motivates this research has advantages and limitations; both can be elucidated by comparing studies of first language acquisition in the home with the research on classroom language.

Research on first language acquisition has long shown the prevalence of certain communicative routines like "peek-a-boo" games in early parent-child interaction. These early "games of social exchange," comprised of four steps 1) intentional vocative, 2) query, 3) answer, and 4) feedback, have three essential characteristics: they display a highly restricted semantic domain, contain a clear task, and depend on a reversible role structure. As the child becomes more skilled at the game, the adult makes the procedure more challenging; thus the adult behavior in such games parallels that of the mothers in Catherine Snow's 1972 study who demanded progressively more acceptable replies in conversation as their children grew older. This adult behavior is a type of "scaffolding" which is gradually withdrawn as the child's need for it lessens. In theoretical terms, the adult and child are operating in what Vygotsky called the "zone of proximal development," the margin between the child's own problem-solving capability and the capacity to solve more difficult problems with adult assistance.

These forms of ritualized assistance so obvious in games like "peek-a-boo" have their analogues in examples of classroom discourse in which teachers offer verbal and non-verbal help to their pupils in specific problem-solving activities and in simply getting along in school. Conspicuously absent to date, however, is information on the way teachers help children cope with increasingly more complex tasks: there is as yet no principled explanation of how children try out varied linguistic roles or use language for more and more diversified functions in classrooms. The need to account for the change over time that occurs in classroom language use stands as a major challenge to researchers in language acquisition, who must begin to deal with the classroom as a cultural unit which is itself changing from day to day. Nevertheless, since classrooms present such good instances of adult scaffolding of children's linguistic behavior, Cazden concluded that they are good places to continue the search for the connection between rituals of language use and expanding linguistic competency of children.

Conference presentations began with work describing pre-language behavior. The transition from the pre-verbal to the verbal state was the focus of two papers. Elizabeth Bates et. al. (University of

Colorado, Boulder, Colorado: "First words in language and action: Similarities and differences") reported on two studies dealing with the relationship between early gestures and first words, both part of the development of symbolic activity. Both phenomena emerged at the same time, grew at equivalent levels, and correlated with other child activities such as tool use and imitation. The use of vocal symbols seemed to involve greater decontextualization; spontaneous gesturing appeared to be more closely related to language comprehension than language production. Much of the data was derived from an ingenious set of tasks which required children to respond through appropriate gestures as the "real-world" context for correctly identifying the object was gradually reduced. Cathy Urwin (University of Warwick, Coventry, England) discussed "Pre-verbal communication and the emergence of language in blind children." Her presentation was based on naturalistic observation of three blind infants whose verbal development was similar to that of sighted children in that first words originated in routine rituals and were later extended to new contexts. The main difference from sighted children was that the blind children seemed to use intonation more frequently for sustaining verbal interaction; also, their representative play was distinctive because it generally reproduced past conversations and contained two roles in dialog. These modes of access to speech may arise in part because of the blind children's lack of gestural and other visual means to initiate and sustain verbal interaction.

Early developments in phonology and the relationship of child phonology to early lexical systems were discussed in two papers. The acquisition of the difficult fricative and affricate phonemes of English was described by Mary Louise Edwards (Stanford University: "Phonological processes in fricative acquisition"), who reported that no current model of phonological development fits the variability or extent of the fricative production processes she observed through analysis of conversations containing stimulus items with six children. She drew attention to the variability of pronunciation of single words, the fact that each word may have a history of various pronunciations, and the numerous competing processes that affect fricative pronunciation over time. The need to avoid difficulties in phonological realization was one of the hypotheses advanced by Marilyn Vihman (Stanford University) in "Homonymy and the organization of early vocabulary;" observations of her Estonian-speaking son led Vihman to conclude that the child, far from avoiding homonymy, was actively employing it as a means of extending his available vocabulary from known to unknown situations. She suggested that this use of homonymy may show "a cavalier disregard for adult contexts and objects" and a need to use existing vocabulary items as efficiently as possible. Factors operating in the use of homonymy were similarity of position of stress, same number of syllables in the two semantic words expressed as one phonological form, and same initial or final segment in the two words fused into one form. The coalescence of two semantic forms into one phonological unit was noted in both the production and comprehension abilities of this child, and Vihman noted that comparison with other children showed that substantial individual differences exist in children's preference for this strategy.

The only paper dealing directly with comparison of first and second language acquisition was that by Catherine Snow et.al. (University of Amsterdam, Amsterdam, Netherlands: "The acquisition of some Dutch morphological rules"). In this research, native Dutch speakers ages four, eight, and twelve were compared with native English speakers of various ages who were learning Dutch as a second language. Data were gathered by means of a 'wug' test which tested subjects' knowledge of the plural, agentive, and diminutive suffixes in Dutch. The results reported represented a distillation of both cross-sectional and longitudinal data, for testing with many of the second-language learners extended over a 15-month period. Items in the morphology test were selected to measure three areas of language acquisition: (1) the subjects' knowledge of the correct underlying suffix, (2) morphophonological rules governing the surface form, and (3) the order of application of those rules. Each suffix showed a distinctive pattern of acquisition. In general, results suggest that older second-language learners acquired basic suffix and rule knowledge faster than younger first- and second-language learners. An exception to this trend occurred in the case of diminutives, perhaps because the language input to children contains more diminutives than does input to adults. While the order of acquisition of morphological rules was the same for both first- and second-language learners, the order of rule application was not and showed considerable idiosyncrasy within the first and second language groups.

Another paper touching on the question of language input was "Form and function in the development of negation" by Peter de Villiers and Jill de Villiers (Harvard University). In an effort to resolve the different explanations for young children's sentences which take the form 'No + subject' or 'No + predicate," the researchers compared the negation data of Roger Brown's subjects Adam and Eve with data collected from their son Nicholas. Nearly all of Nicholas' 'No' + subject or predicate sentences served the function of rejection of an object, event, or action proposed by parents, a pattern different from that of Adam and similar to that of Eve. When these differences in production were compared to parental input to children, it was apparent that the negation function favored by parents, whether rejection or denial, was reflected in the children's speech.

The relationship between syntax and language acquisition and use was covered in two papers. Ellen Tanouye (Columbia University, New York, NY) reported on "The relationship between word order and the acquisition of verbs in Japanese children." Based on data collected naturalistically from two girls aged 22 to 28 months, this study revealed a pattern of verb use different from that of English-speaking children. Although verbs form a relatively small part of the data from English-speaking children at the one-word stage, Tanouye's data from children learning Japanese showed verbs to be a large part of the one-word data; furthermore, many of these verb forms were fully inflected. Possible explanations for this were based on linguistic structure (in Japanese, subjects and objects are optional while verbs are obligatory; also, all verbs are inflected regularly) or maternal input (however, data from the mothers did not substantiate this hypothesized focus on actions rather than objects as the basis for child production of verbs). The results suggest that the learning of words to encode action and object concepts may be considerably

affected by the structure of the language being learned. Patricia Greenfield and Cathy Dent (University of California, Los Angeles, CA: "Syntax vs. pragmatics: A psychological account of coordinate structures in child language") reported an experiment conducted with six- and ten-year-old children which required the children to describe three complex action sequences related to putting different color beads in a cup. Their descriptions were then analyzed according to the type and number of linguistic elements deleted and the kinds of coordinate structures (those using the connective "and") produced. It appeared that the timing of the description, whether it took place as the action was going on or when it had been completed, was a decisive factor in the type of description produced.

In the realm of semantics, Carol Lord's (University of California, Los Angeles) paper "'Don't fall me down, Daddy': Children's generalizations regarding cause and transitivity," dealt with novel uses of intransitive verbs as transitives. Using the notion of the valence, or kind of argument encoded in the verb, Lord traced the process by which her two children learned to produce utterances containing appropriate 'Verb + Cause' concepts after producing novel forms such as "It coughs me" (i.e., it makes me cough) and "We don't have anything to ride him in" (i.e., give him a ride in). She suggested that the children's knowledge of transitivity was eventually organized according to a paradigmatic rather than one-directional or derivational model as earlier commentators had postulated.

Increased interest in child discourse was apparent in two papers. Bambi Schieffelin (Columbia University and Univerity of California, Berkeley) reported on her research dealing with acquisition of Kaluli, a non-Austronesian language of Papua, New Guinea, in "A developmental study on the interaction between discourse and syntax: Case-marker and word order in an ergative language." Her data on SOV/OSV patterns from the spontaneous conversations of three children learning Kaluli suggested that word order as well as the case-marker particle was used as an initial strategy for emphasizing the agentive element in a sentence. Commentators noted the difficulty of discussing this topic because of the overlap between focus, a pragmatic concept, and agent, a grammatical label. In "The development of narrative discourse in Japanese," Patricia Clancy (University of California, Berkeley) discussed the developmental trends evident in the performance of sixty Japanese children who retold a story they had seen on videotape. She found that children's ability to retell the story correctly and appropriately was related to ability to account for the listener's needs, remember the proper problem-resolution sequences in the story, and use the cultural schemata such as introductions and conclusions related to storytelling. Both papers on discourse emphasized the context and content of the children's utterances as important factors in determining the type of language produced.

The four papers on pragmatics also displayed concern for the social aspects of language use. Ruth Black (Harvard University and Millsaps College, Jackson, Mississippi) replicated earlier studies of crib language and compared it to language used in interaction with the parent in "Crib talk and mother-child interaction: a comparison of form and function." The data from Black's two-year-old son recorded over a two-month time span showed that the child used the

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-s morphemes of the possessive and plural with greater accuracy, frequency, and variety in the monologs as compared to the interaction sequences. The child also engaged in more language play and 'pattern practices' in the crib talk. The role of parental input in children's language development was examined by Elise Frank Masur (Northern Illinois University, De Kalb, IL) in "Clues, strategies, rules, and plans: Cognitive functions of parents' questions and directives." Observations of fourteen children's separate interactions with each one of their parents as the two worked at assembling a toy car revealed that parents used question forms as clues or planning aids, while directive forms were used to present strategies and rules to the children. Parents simplified their utterances if the children did not understand or perform correctly at first. In their presentation, "Hi, thanks, and good-bye: More routine information," Jean Berko Gleason and Esther Blank Greif (Boston University, Boston, MA) reported on parental participation in linguistic socialization. The data collected from the videotaped interactions of twenty-two preschool children and their parents revealed that parents generally insisted that the children say 'thank you' appropriately, but were far less insistent on children's uses of greetings or leave-takings. The children's age and sex had no apparent effect on the likelihood of parental prompting. Both mothers and fathers prompted the children, usually using the directive 'Say X,' and mothers were more likely to continue prompting if children didn't respond at first. Thus parents actively insisted that children learn the routines needed for appropriate social language use. In "Success or failure: Does it affect young children's request strategies," Sharon Haselkorn (Harvard University) discussed the children's ability to modify requests on the basis of listener response. If a child used a request that had been successful once before (repetition sequences), the form of the request was less likely to change than in sequences following an initial unsuccessful request (persistence sequences).

The final group of papers covered the language development of children acquiring American Sign Language (ASL) as a first language. Susan Goldin-Meadow (University of Chicago, Chicago, IL) discussed "Underlying structure in the complex phrases of a communication system developed without a language model," a study based on longitudinal observation of six deaf children. She found that the number and type of elements in the underlying structure of a complex sentence predicted the likelihood of being signed: patients were more likely to be signed than actors, acts, or recipients, and the likelihood of actor production in ASL increased as the number of underlying sentence elements decreased. Vocabulary expansion in ASL was the focus of Madeline Maxwell's (Pennsylvania State University, University Park, Pennsylvania) paper, "A child's garden of lexical gaps: Inventions in American Sign Language," which analyzed the spontaneous signs of one deaf child over a five-year span. When the child wanted to communicate an idea for which she did not yet have the proper adult sign, she relied on one of four processes: novel uses of existing signs; combinations of classifier signs and specifiers of size and shape; genuine inventions; and mixtures of signs and pantomimes. Most unsuccessful attempts to communicate new ideas involved classifiers, and adult users of ASL who analyzed the observations ascribed this failure to the child's confusion about the correct combination of lexical items and classifiers. In "Acquisition of ASL and spoken English in a hearing child of a deaf mother and a hearing

father: Phase I--early lexical development," Elisabeth and Philip Prinz (University of Colorado, Denver, CO) reported on the language development of their daughter, who was video-taped periodically over the course of twelve months. The results agree with earlier studies showing that the first sign emerges some months before the first word. Also, it appeared that the child initially encoded a new object or event in either ASL or English so that there was little overlap of these two lexicons. Comparison with research on normal children showed this child to be acquiring semantic relations in English at the same rate as other children. The presentations ended appropriately with the unanticipated appearance of Anya, the subject of this last study, who toddled into her parents' arms.

The three special interest groups which met Sunday afternoon offered conference participants the chance to share common interests and problems. In the session on Discourse Analysis led by Bambi Schieffelin with the assistance of Elaine Andersen (University of Southern California, Los Angeles, CA), Patricia Clancy, Ann Eisenberg, and Georgette Stratis (all three from University of California, Berkeley) participants analyzed a sample of child discourse to reveal the turn-taking, topic-building and shifting, and cohesive devices apparent in the text. A question regarding the theoretical basis of such work prompted discussion; it was observed that such work is still in a pre-theoretical taxonomic state. The panel discussion on Language disorders led by Judith Johnston (Indiana University) centered on the problems of determining a causal linkage between perceptual problems and language difficulties and noted the need for more applied clinical research in this area.

The Second Language Acquisition group, led by Ellen Rosansky (San Jose State University, San Jose, CA), discussed research in second language studies.

The meeting on second language acquisition covered four basic topics: 1. the need for a journal or other literary vehicle to deal with research in child second language acquisition; 2. research methodology; 3. the quality of current research; and 4. error analysis.

In regard to the first topic, which occupied half of the meeting, the group decided that SLANT would be an appropriate medium for coverage of child language research. Guus Extra from the Netherlands stated that there are 65 journals published in the world that deal with second language learning; he agreed to provide SLANT and the session participants with copies of his bibliography.

Several suggestions were made for improving research methods. Patricia Greenfield of UCLA said she uses nonsense or artificial languages for elicitation purposes. For example, she might use the sentence, "The giraffe takes a picture with a camera." Other session participants recommended that pictures or dolls be used in interviews with children to stimulate natural speech. Sabrina Peck of UCLA noted that the presence of a tape recorder may influence the data produced; the best data she has acquired has been in later tapings after the children have become accustomed to the tape recorder. She mentioned two adults would be desirable for work with children, one to do the taping and one for the interviewing. Patricia Greenfield

noted that she has successfully used parents to do the taping while she interviews. Ellen Rosansky mentioned that placing videocameras unobtrusively high in the room has successfully been done in a live NET film series called The Lords. Games, such as a form of hide-and-seek, were suggested by a participant as a means of loosening up children to get them to speak naturally.

Generally, second language researchers have been more careful in their research than have first language researchers, commented Guus Extra. But the results of the research needs to be improved, with more attention given to statistical analysis. Ellen Rosansky noted that teachers are giving up on researchers who are providing too many irrelevant or ambiguous research results.

In the brief discussion of error analysis, Barry McLaughlin, author of Second Language Acquisition in Children, asserted that error analysis is a morass that is hard to get out of; it is difficult and fruitless to classify errors as developmental, transfer, etc. He stated that research in this area may have come to an end, and Ellen Rosansky replied that she hopes that is so.

Several new publications were mentioned during the session, including the following (content and bibliographic information may not be accurate).

Spontaneous Apprentices: Children and Language by George A. Miller. Reports of language research.

Aptitudes and Instructional Methods by L. J. Cronbach and R. E. Snow. Examines why some teaching techniques are more effective than others.

Studying Children by Ross Varta. How to elicit child speech.

Second Language Acquisition in Children by Barry McLaughlin.

Summaries of the papers presented at the 1979 Forum appear in Language and Language Behavior Abstracts, 1979, entries #79/S00507--79/S00524. Selected papers will be published in Volume 17 (to appear September 1979) of the Stanford Papers and Reports in Child Language Development. Copies will be available at $5.00 each, PRE-PAID. Checks payable to Stanford University-PRCLD may be sent to this address:

Linguistics Department
Stanford University
Stanford, CA 94305 U.S.A.
ATTN: PRCLD

The exact dates for the 1980 Forum, to be held in late March or early April, 1980, will be announced sometime in May, 1979, according to current chairperson Barbara Hecht.

THE TENTH ANNUAL CATESOL STATE CONFERENCE

by Sau-ling Cynthia Wong*
(English Department, San Francisco State University, San Francisco, CA)

The Tenth Annual CATESOL (California Association of Teachers of English to Speakers of Other Languages State Conference was held April 6-8, 1979, in Los Angeles, CA. The keynote speaker honored at this year's President's Luncheon, Clifford Prater (University of California, Los Angeles, CA) surveyed the state of the art of TESL in his speech, "Whither TESOL. . .where we're coming from, where we're going to?" He focused on six popular new trends in the field: ESP or EST (English for Special Purposes or English for Science and Technology), the functional or notional syllabus, error analysis as a replacement for contrastive analysis, the "L1 = L2" theory, the idea that teaching pronunciation is not useful, and the idea that nonstandard "local English" is suitable for teaching so that English can become an international auxiliary language. Unfortunately, due to time constraints, Prator managed to discuss the pros and cons of only the first two trends. But his message remained clear: the L2 teacher should maintain an attitude of "cautious optimism" or "skeptical open-mindedness" toward innovations, for "there are no new ideas in TESOL except the ones we have forgotten."

Another presentation which gave an overview of current interests in TESL was the four-person panel, "Research in Second Language: Implications for the Classroom Teacher." The first panelist, John Schumann (UCLA), examined sociological factors beyond the teacher's control which may either enhance or inhibit communication in L2 learners. He compared Italian and Puerto Rican communities in the U.S., pointing out how variables such as each group's dominance, enclosure, size, length of residence, etc. may affect L2 acquisition. Tracy Terrell (University of California, Irvine, CA) reviewed Krashen's "Monitor Model" with its distinction between acquisition (subconscious, concerned with communication rather than form) and learning (conscious, guided by overt rules, available to L2 only as "monitor"). Terrell suggested further study to determine which parts of a language are more susceptible to acquisition, and advocated the "Natural Approach" in L2 teaching (see below). Evelyn Hatch (UCLA) emphasized the relevance of discourse analysis to TESL, which has traditionally been concerned with form at the expense of function. Drawing on Dell Hymes' framework, she distinguished between three levels of analysis: speech situations (when where, who?), speech events (planned or unplanned? conversation or lecture?), and speech acts (directing, informing, joking, etc.). While it is well known now that conversations have definite structures, there is little understanding of which discourse rules are universal and which culture-specific. Hatch therefore suggested a contrastive analysis of speech acts. Researchers in the discourse area mentioned by Hatch included: Schwartz, Gaskill, Peck (conversation); Krashen, Ochs, Bennett (planned vs. unplanned speech events); Walter, Rintell, Scarcella, Wolfson (speech acts); Hatch, Gough, Katz,

*With many thanks to John Moe, Anne Katz and James Kohn, all of San Francisco State University, for so generously allowing me to use their conference notes. I bear sole responsibility, of course, for the many inevitable omissions and errors in the report.

Freed (input to learners); Long, Chaudron (classroom input). Michael H. Long (UCLA), the fourth panelist, analyzed common speech acts in the classroom which form input for the L2 learner, and raised the question: How can we change classroom speech acts to insure that students get the intake they need? An interesting study cited by Long found that little time was usually allowed between the teacher's solicitations and the students' responses, and that students perceived as good by the teacher were often given more time.

The panel outlined above represented one attempt to relate L2 research to classroom teaching. Several other presentations at the conference shared in this important effort. Ellen J. Rosansky (San Jose State University), in "Closing the Teacher/Researcher Gap: Clarifying Terminology," defined, explained, and gave examples of such basic concepts as sample, population, frequency distribution, measures of position, central tendency, variability and covariability, levels of significance, etc. James J. Kohn (San Francisco State University) gave a workshop on "How L2 Learning Research Findings Can Be Used in Class." Using a number of excerpts from recently published research papers, Kohn conducted small group discussions on the purposes, instruments, results, implications and limitations of each study. David E. Eskey, (University of Southern California), in "Language Teaching and Research: Are They Really Related?" gave a well-considered and common-sense answer to the question raised in the title of his presentation. He noted in the TESL field an unhealthy separation between researchers and teachers: the "general staff" working on new weapons back at headquarters always calling for "further study," and the front-line soldiers in the trenches desperate for immediate answers. In addition, there seems to be a general confusion between research and theory, with the latter seen as a catch-all term for everything that is not reaching. In fact, Eskey argued, theory is basic to both research and practice, being a set of assumptions about the nature of language and language teaching, hence, accessible to everyone. He pointed out that there is a direct and reciprocal relationship between theory and research, and between theory and practice, but not between research and practice. Teachers should be aware that the only good reason for research to exist is to verify or refute theory; that every time they teach they are conducting "empirical research;" and that they need not be intimidated by research jargon. Waiting for research to give practical answers is "like waiting for Godot." At the same time, Eskey warned, research is still important since "the unexamined language class is not worth teaching--or taking."

One of Eskey's main contentions was that efforts to elevate the study of language to a hard science are misdirected, as man is infinitely complex and language is his most complex behavior. Consequently, Eskey saw the recent interest in more "fuzzy," classroom-centered research as a good sign. Such research was the focus in Kathleen M. Bailey's (UCLA) presentation, "An Introduction to Classroom Research on Language Teaching and Learning." Bailey briefly reviewed the literature on the subject and provided an annotated bibliography, then discussed sample studies of classroom processes in foreign language, ESL, bilingual and bicultural classrooms. SLANT readers will be interested to know that CATESOLrecently established a "Research Committee," described as "a computer dating service minus the computer," to foster communication

and collaboration between classroom teachers and researchers. For further information and "match-up" questionnaires, please write: CATESOL Research Committee, c/o Dr. Ellen J. Rosansky, Linguistics Program, San Jose State University, San Jose, CA 95192.

One language teaching practice that grew directly out of a theoretical model is the "Natural Approach," which was the subject of a presentation by Tracy Terrell, Jeanne Egasse, and Wilf Woge (UC Irvine). Developing Krashen's "Monitor Model," the speakers distinguished between under-monitor users (unable to apply rules when faced with communicative context), over-monitor users (hesitant because overconscious of rules and slow in preparing speech), super-monitor users (quick in manipulating structure rules, maintaining a facade of natural communication), and optimal-monitor users (able to correct gross errors in speech without interfering with communication). The Natural Approach aims at developing optimal-monitor users by providing opportunities for both acquisition and learning, with the latter largely limited to written homework. Classroom teaching is designed to foster subconscious absorption, or acquisition: the teacher controls intake by using natural language at a level slightly above the students' proficiency; creates interesting situations in which students feel like, and are conscious only of, communicating; accepts native language answers or single-word answers until students are ready to communicate in L2; and refrains from correcting except in group work and written work. The syllabus is semantic rather than structural. The presenters showed a videotape of an ESL class for Spanish-speakers using the Natural Approach and attested to the success of the method with the teaching of other foreign languages.

For CATESOL conference participants desiring an overall picture of language teaching methods, Marianne Celce-Murcia (UCLA) gave a useful survey, "Language Teaching Methods from the Greeks to Gattegno." After outlining traditional language teaching in terms of fluctuations between emphasis on usage and emphasis on analysis, she discussed five 20th-century approaches (Grammar-Translation, Direct Method, Reading Approach, Audio-Lingual, Cognitive Code) as well as four recent alternative approaches (Suggestology, Total Physical Response, Community Language Learning, the Silent Way). One of these alternative approaches now much in the limelight, the Silent Way, was featured in Terry Varvel's (USC) "The Silent Way: A Panacea or a Pipedream?"

Proponents of different language teaching methods have very different attitudes toward errors. Carlos A. Yorio (University of Toronto), in his General Session speech* entitled "Language Errors that People Make," presented one way of looking at and dealing with errors. Defining errors as "unintentional deviations from an expected pattern," Yorio distinguished between (1) "creative" or "developmental" errors such as children make while acquiring their L1; (2) errors of performance, or "lapses;" and (3) errors resulting from attempts to use an unfamiliar style. Of (1), while conceding

*The scheduled speaker for that General Session, Charles H. Blatchford (University of Hawaii) was unable to attend.

the analogy between L1 and L2 learners, Yorio raised the crucial question: How do we make sure that our students outgrow developmental errors? As to (2), he reminded teachers to give students a chance to redeem themselves, just as native speakers are allowed to repair their lapses. After giving examples of (3), Yorio pointed out that the style of "classroom English" represents a curious hybrid between formal and informal language; what kind of language, then, are teachers actually teaching their students? Since the learner's "interlanguage" is constantly changing, Yorio suggested that the teacher should keep detailed records of each student's errors, evaluate his progress, determine which errors are merely lapses that need not be corrected, and hold individual tutorials to foster his own ability to cope. Since the teacher does not correct every single error, students may be confused; thus the teacher must tell them his correction techniques and rationale. Finally, Yorio advised the use of "communication gambits" like those used with native speakers ("What's that again?" "Do you mean....) to replace the usual "That's wrong." The most important thing about error correction is not eliciting the desired forms but developing the student's ability to monitor his own language.

Besides studying erroneous forms, the teacher should also inquire into the process of making errors -- this, too, was the assumption of Jacquelyn Schachter (USC) in her presentation, "Passive Problems." Schachter saw the passive construction in English as serving two different functions: to show a "state" and to show the result of an action. Passive errors are not all the same either; some result merely from lack of practice, some from lack of understanding of passive functions. The conventional way of teaching the passive merely as the transformation of the active sentence, without regard for its various meanings, must be replaced by communicative exercises which take the "stative-dynamic" distinction into account.

Schachter's study was one of the many presentations at CATESOL which exhibited a concern for language as it is actually used in communicative situations -- instead of language as a collection of formal structures. The latter, as represented in ESL textbooks, may actually be outdated and unrealistic, causing ESL students to sound unnatural. Such was the conclusion reached by Judy Winn-Bell Olsen (Alemany Community College Center, San Francisco, CA) in her study, "Using Real Language: Do English Speakers Practice what English Teachers Teach?" Classifying responses to yes/no questions in hours of taped natural speech by native English speakers, Olsen found that the inevitable "Yes, he is / No, he isn't" pattern in ESL textbooks is in fact rather infrequent among native speakers; it may even become a "communication stopper" in certain situations. In a similar study, "Who or Whom or Who Cares? Let's Talk about Usage," Laura S. Nesbitt, (University of California, Davis, CA) contrasted what ESL textbooks teach and what native speakers say in usage choices like who vs. whom, you vs. one to mean the generic person, their vs. his/her after everyone, good vs. well, and have got as a possessive construction and a modal; she emphasized the teacher's responsibility in introducing appropriate usage. To find out what exactly happens when ESL students move out of the classroom and interact with native speakers, Anne Hensley and Robin Scarcella (Woodbury University, Los Angeles, CA) had their students, 50 Iranian students of various degrees of proficiency, keep diaries detailing their conversations. Analysis of these diaries, together with interviews and questionnaires, yielded a list of "sources of English input" arranged

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according to frequency. The problems articulated by the students helped their teachers formulate strategies promoting social interaction in English. Hensley and Scarcella's findings were reported in "Studies on Social Interaction in a Second Language."

Given the growing awareness among ESL teachers of social factors in language learning, it came as no surprise that one of the General Sessions should be devoted to "Sociocultural Dimensions of TESOL and Bilingual Education." In her speech, Muriel Saville-Troike (Georgetown University, Washington, D.C.) criticized the idea that linguistic differences cause low academic achievement as simplistic: many other sociocultural factors actually correlate more highly with academic achievement than linguistic background. Such an understanding is particularly important in a place like California with its long tradition of immigration and cultural diversity. Both inter- and intra-group differences are great, so ESL teachers must be sensitive to such things as the student's family background -- social economic and political -- his reasons for being in the U.S. and his intended period of stay, his attitude toward the dominant English-speaking group and toward the English language itself, his attitude toward his own culture and language, current conditions in the U.S., academic achievement norms and occupational demands, etc. Choice of educational model for any particular setting -- from among the options of monolingual mother tongue education, transitional bilingual education, maintenance bilingual education, and monolingual L2 education (submersion) -- must be made on more than linguistic grounds. To cope with the diversity of students, Saville-Troike urged language teachers to be flexible, versatile and tolerant. They should be trained in the "ethnography of communication," learn about classroom management styles in different cultures, and have access to materials from the students' countries of origin as well as to community resources.

For teachers as yet unfamiliar with sociolinguistic concepts like those Saville-Troike discussed, James J. Kohn, (SFSU) offered a helpful presentation called "What ESL Teachers Need to Know about Sociolinguistics," covering such topics as affective and motivational variables, social distance, monitoring and hyper-correction, cross-cultural misunderstandings, non-verbal behavior, etc. The presenter's thesis was that socialization is at the heart of language acquisition, and the ESL teachers must take this fact into account by enhancing social relations in their teaching.

The "focus on the learner" of recent years has gradually been refined to "focus on the learner as language user in real social contexts," and the growing interest in ESP or EST among ESL teachers may be seen as part of this movement. Apart from Michael H. Long's (UCLA) "Grassroots ESP: Introducing a Special Purpose Component in ESL Programs" with its more practical orientation, most presentations at CATESOL dealing with ESP approached it from a Discourse Analysis point of view. Mary Todd Trimble (Pacific American Institute), in "Developing Discourse-based Materials for Specific Purpose Courses," discussed some problems and pitfalls in the ESP area and demonstrated some discourse-based materials integrating diagrams, grammatical structures, and discourse functions. Patrick Carmichael and Ann M. Johns (San Diego State University, San Diego, CA) presented materials they tested at the ALI of SDSU in "Discourse Analysis/Methodology: Intermediate and Advanced EFL/ESL Class." Providing their audience with a bibli-

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ography and sample exercises, the speakers discussed the teaching of written discourse functions (e.g., definition, description and classification) and text analysis (i.e., analysis of features which distinguish cohesive text from a random group of sentences) to intermediate and advanced students. Textual cohesion was also the focus of another ESP-related presentation, Elite Olshtain's (Tel Aviv University, Tel Aviv, Israel) "Discourse and the ESL Reader." Olshtain contrasted the discourse structures of two common styles, the narrative and the expository, showing how an ESP text would fit into the latter; then she explained how writer and reader interact in an integrative process whereby the reader (1) makes use of contextual information provided by the writer's syntactic, semantic and discourse devices; and (2) predicts the context by informed guessing and testing out of hypotheses. Finally, using examples from her forthcoming book (tentatively called By All Means; Addison-Wesley), Olshtain outlined a process rather than product-oriented course of study for ESL readers, one intended to expose the learner to different styles, ways of reading, and reading strategies, with special emphasis on science and technology. Olshtain and Yael Bejarano (Everyman's University, Tel Aviv, Israel) reported on a study trying out such a process-oriented reading course with ten students, who were encouraged to be conscious of their strategies through diary-keeping, questionnaires and interviews, and who were trained in a 3-step reading process (for main idea, for keywords, then for details and rhetorical devices). After four months, the researchers tested the students and found the course more useful for those more receptive to guessing -- usually those younger and more instrumentally motivated.

The usefulness of discourse functions is not limited to ESL reading. In "Notional Syllabuses," Sandra McKay (SFSU) introduced the ESL teacher to Wilkins' notional categories, provided a short bibliography on discourse functions, suggested strategies on designing and developing notional materials, and gave examples of a variety of notional materials for reading, writing, listening, field work, and testing. Another interesting way of relating discourse analysis to classroom teaching was indicated by Christina Abdul-Ghani (USC), who made a contrastive study of discourse structures in Arabic and English in "Learning New Expectations -- Arab Speakers and English Discourse." Using actual examples of Arabic discourse translated literally into English, Abdul-Ghani pointed out how radically differently the Arab student conceives of good prose -- and what serious problems he encounters when he transfers those requirements to his English writing. By English standards, Arabic discourse is exaggerated, heavily emotional, reliant on associative rather than rational logic, disorganized, repetitious, elaborately embedded, full of parallelisms and figures of speech. Abdul-Ghani urged the ESL teacher to be sensitive to such differences in discourse expectations, to point them out to Arab students so as to prevent unconscious cultural conflicts, and to avoid writing topics likely to evoke strong emotional reactions.

It was the repeated occurrence of "irrelevant" details in much ESL writing which prompted Anne V. Martin (USC) to develop materials designed to increase awareness of typical English discourse structures. Recently Martin developed a new "extended cloze" technique: a sentence is deleted from an expository passage; the deleted sentence is mixed with distractors, sentences which are all grammatically correct and relevant to the topic of the passage but which are at differing levels of generality; then the student is asked to choose the sentence which

fits best. Martin found great uniformity among native English speaker responses but wide variations among ESL student responses; these findings led her to suggest (1) studying what "irrelevant" items might fit into discourse in different languages; and (2) giving ESL students more training in "hierarchical expectations."

Martin's report formed part of another panel at the CATESOL conference: "Important Issues in Evaluating Students." Other panelists were Frances Hinofotis (UCLA), José Galván (UCLA), and Eugene Brière (USC; moderator). Hinofotis gave an overview of cloze testing, tracing its history, methods of scoring, variations useful for teaching purposes, and its problems. Galván reported on work now in progress at Culver City to develop a test instrument assessing both Spanish and English. Eugene Brière, who also gave a useful presentation for classroom teachers reviewing current ESL testing methods and related issues ("Language Testing for the Classroom Teacher"), wrapped up the panel discussion by pointing out the dearth of decent test instruments in bilingual education and urging greater teacher interest in language testing. Needless to say, the recent popularity of integrative tests (of which cloze is one) as opposed to discrete-point tests reflects the same growing concern with natural language which forms the underlying theme of this year's CATESOL conference.

The addresses of all presenters are listed in the Conference Schedule; SLANT readers desiring further information can write directly to them, or to the editor of CATESOL Occasional Papers, Dr. Robert Gilman, University of Nevada, Reno, NV. The speeches of Prator, Saville-Troike and Yorio have been taped; tapes are available at cost from: Humanities A-V Center, University of Southern California, University Park, Los Angeles, CA 90007.

▶ THE 13th ANNUAL TESOL CONVENTION was held in Boston from February 27 to March 4, 1979.

▷ On February 27 and 28 a colloquium organized by Roger Andersen on Research on the Acquisition and Use of a Second Language under Different Circumstances: Social, Situational and Psychological Factors was held. The following are summaries of papers and responses to the papers presented at the colloquium, prepared by Mary Kay Ryan and Karen O'Neill of SLANT. The summaries presented here are based on pre-conference drafts of the papers to be presented at the colloquium. In some cases, the drafts differ from either the oral versions presented at the conference or the final written versions. The final versions of the papers will appear in proceedings of the colloquium (New Dimensions in Research on the Acquisition and Use of a Second Language) to be published by Newbury House, (Rowley, MA, U.S.A.) some time in 1979.

• "Two Perspectives on Pidginization as Second-Language Acquisition"
Roger W. Andersen (University of California, Los Angeles, CA)

Andersen took as the basis of his paper a comparison of Bickerton and Odo's 1976 study of an actual pidgin language and Schumann's 1978 study of Alberto, a Costa Rican immigrant whose failure to develop in his acquisition of English resulted in "pidginized" speech. In

these two studies, Andersen compared formation of the negative and the interrogative and the use of auxiliaries.

In comparing Alberto's reduced, simplified speech with the speech of Bickerton's subjects, Andersen concludes that pidginization and early second-language acquisition are simply different aspects of the same phenomenon. In normal second language acquisition, "pidginization" occurs in the early stages. The successful second language learner will quickly pass this "pidginized" stage if social, psychological and physical distance with the target language do not exist. If the second language learner is "distant" in these respects from the target language, then his use of the target language will resemble that of a pidgin. Andersen and others hold that pidginization is actually promoted by social, physical and psychological distance from native speakers

Three responses to Andersen's discussion were given at the TESOL Convention. Two of these responses were submitted by the researchers whose studies were used in Andersen's paper: Bickerton and Schumann. The third response was submitted by Glenn Gilbert (Southern Illinois University, Carbondale, IL). Gilbert praises Andersen's comparative study and offers several points that researchers should attend to in further studies.

In concentrating on the earliest stages of second language acquisition, Gilbert feels researchers should collect data to answer the following questions:

1. Is "relexification" really taking place and, if so, how important is it as a learning strategy?

2. Is the language learner suppressing first language structures? If so, at what point in his second language development does this process start?

3. Are there identifiable universals of pidginization that appear among social groups and/or individual learners?

4. Is a "reversion to universals" actually occurring?

5. Is "simplification" actually an illusion?

Gilbert criticizes Schumann's use of Alberto in his case study because his target language (English) and native language (Spanish) structures are very similar and transfer then appears to be the only strategy at work. He suggests using a subject whose source and target language structures are maximally different so as to determine what other learning strategies are used.

In his response to Andersen's article, John Schumann (UCLA) provides data that show:

1. relativization, as seen in Alberto's speech and Hawaiian Pidgin English, is consistent with Andersen's hypothesis that pidginization and early second language acquisition are the same phenomenon.

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2. Alberto's negation is more pidginized than it appears.

3. Bickerton's hypothesis that pidginization occurs as a result of relexification is not borne out by research.

4. Depidginization and later second language acquisition may correspond in much the same way early second language acquisition and pidginization do.

With regard to Andersen's paper comparing Bickerton's and Schumann's studies, Derek Bickerton (University of Hawaii, Honolulu, HI), feels that Andersen gave an accurate presentation of his work. In his response to Andersen's paper, Bickerton discusses two points which he feels Andersen overlooked in his analysis.

One important issue Andersen failed to adequately discuss was the difference in interaction between the group of pidgin speakers and the target language community and the individual pidgin speaker (Andersen's term) and the target language community. Because the "individual pidgin speaker" (or second language learner living in a community where the L2 is a language of the majority) interacts with speakers of the target language, members of the source language provide an automatic check on his linguistic development. The group of pidgin speakers, however, interact with each other and use the target language in ways that sometimes make them unintelligible to speakers of the source language. The built-in check is not present in this multilingual situation due to a lack of contact with native speakers. Bickerton sees the two situations as fundamentally different due to this difference in access to natives even though the second language learner's language system may appear to be "pidginized," in form.

The second issue Andersen failed to discuss was the research approaches commonly used by by researchers studying second language acquisition and researchers studying pidgin languages. The methdological "criterion" approach, borrowed by second language acquisition researchers from first language researchers, was used in the study by Schumann to state what Alberto's acquisition level was. The pidgin language researcher looks, however, to the reasons why a pidgin exists. Rather than look at the end result they look to how the language came into existence. Bickerton feels that Andersen is correct in his conclusion that pidginization and early second language acquisition are similar phenomena. He feels though that because he and Schumann used dissimilar methods to reach the same results, their studies were not really comparable as regards their finer details. He concludes with the implication that his approach rather than Schumann's should be used in attempting to fully understand the different processes at work in second language acquisition and pidginization.

- "The Integrity and Interaction of Two Knowledge Sources: Forming Judgments of L2 Grammaticality"
Ellen Bialystok (Ontario Institute for Studies in Education, Toronto, Ontario, Canada)

As a starting point for her discussion, Bialystok suggests that there exist "two distinct but related knowledge sources upon which language usage is based." She calls these sources implicit linguistic knowledge and explicit linguistic knowledge. The implicit linguistic knowledge source is a working system which contains unanalyzed information about the language. This source relates to the communicative skills and is used in functional language tasks. By contrast, the explicit linguistic knowledge source contains an analyzed set of features and relates to formal language skills such as literacy and metalinguistic awareness. One source is "conscious" learning; the other source represents "unconscious" acquisition.

Bialystok discusses a test she conducted to demonstrate the existence of these knowledge sources and distinguishes the different uses of these sources in language acquisition. The results of her test show that in looking for solutions to problems which occur in language learning, students rely on both implicit and explicit knowledge, depending upon the task at hand. While these sources are independent they also interact.

These results obviously carry implications for language teaching. If students are particularly concerned with a functional use of the language, a program biased towards the development of implicit linguistic knowledge is required. However, if, for example, the students' needs are for good writing skills, the student requires a program that would include an analysis of linguistic structures.

Alison D'Anglejan (Université de Montréal, Montréal, Québec, Canada), for the most part agrees with the issues raised by Bialystok. She particularly admires Bialystok's attempt to understand and experiment with those mental processes that contribute to language acquisition.

D'Anglejan, however, questions several issues Bialystok raises in her paper.

1. She disagrees with Bialystok's opinion that implicit knowledge is not within the control of the learner.

2. She disagrees with Bialystok's scoring procedure and is reluctant to accept the test data as valid.

3. She asks if the constraints of short term memory hinder the recall and use of explicit knowledge.

4. She asks if implicit-explicit knowledge correspond to short term-long term memory.

5. Finally, D'Anglejan questions the likelihood of correctly testing the manner in which implicit and explicit knowledge interact.

- "Hypnosis as a Tool in Second-Language Research"
Russell N. Campbell and John H. Schumann (University of California, Los Angeles, CA)

Schumann introduces this paper with a brief account of Guiora's theory of ego-permeability and its relation to an inhibition level in speaking and correctly pronouncing a second language. Guiora found that a particular amount of alcohol was effective in reducing this inhibition level. In 1978, Schumann, Holroyd, Campbell and Ward undertook an experiment using hypnosis rather than alcohol as the disinhibiting agent. In their experiment they investigated two hypotheses:

1. Hypnosis with suggestions that the subject will feel very comfortable pronouncing the new words, like a child first learning a language, will improve pronunciation of a foreign language.

2. Improvement in pronunciation ability will be greater for high hypnotizable than for low hypnotizable subjects.

Although the first hypothesis was not supported, the second was (when hypnotizability was measured by self-report). Thus, to a certain degree the results of the test were consistent with Guiora's theory about the relationship of ego-permeability to pronunciation ability.

Schumann, curious to explore the use of hypnotism to lessen anxiety and to facilitate language performance used himself as a subject while spending a summer in Tunisia. In this experiment, Schumann found:

1. A relationship between hypnosis and improvement in second language pronunciation.

2. No clear association between hypnosis and general performance in second language acquisition. (He feels, however, that the relationship deserves further research.)

Campbell became interested in using hypnosis as a tool in language study because of a curiosity he had regarding his children's loss of a language they had learned at an early age. Questions that arose from this curiosity were:

1. Are lost or forgotten languages subject to revivification?

2. If lost languages are subject to revivification, "what aspects of the previously acquired language are amenable to revivification?"

3. What can be learned about the phenomena of memory and forgetting as they relate to language from this line of questioning?

Campbell discusses studies that support his research questions. In the studies, subjects under hypnosis were able to age-regress and then perform language tasks under hypnosis that were impressively greater than during pre- and post-hypnotic waking states. Campbell believes that, through the use of hypnosis, lost languages may be retrieved. Campbell further feels that researchers may have the means to observe developmental states in the acquisition of languages by using hypnotism as a research instrument.

In her response to Schumann and Campbell's article on "Hypnosis as a Tool in Second-Language Research," Tracy Gray (Center for Applied Linguistics, Arlington, VA) raises the issue that few people are acceptable subjects to undergo hypnosis and, therefore, research on hypnosis and its use in second language research is very difficult to carry out. Campbell suggests two points that potential participants in a study using hypnosis must meet:

1. A willingness to subject themselves to hypnosis.

2. An ability to score on the extreme upper end of tests such as the Stanford Hypnotic Susceptibility Scale.

Because these criteria are difficult to meet, Gray points out that any individual who can meet these necessary criteria may be exceptional and, therefore, results from tests conducted on these individuals may not be generalizable to other language learning situations.

- "Language Spread as a Perspective for the Study of Second-Language Acquisition"
  Robert L. Cooper (The Hebrew University of Jerusalem, Jerusalem, Israel)*

In this paper, Cooper outlines how the sociolinguistic issue of language spread may be relevant to second language acquisition research. He first summarizes the issues in the study of language spread in the question: Who adopts what, when, where, how and why? In each of these areas he sees common and/or compatible goals for the studies of language spread and second language acquisition.

The question of who is answered in L2 acquisition research by an examination of the psychological characteristics of the successful language learner. Students of language spread, however, discuss those who successfully adopt a new language in terms of socio-economic and socio-cultural status. Language spread research finds the crucial factors in who learns a new language to be the existence of opportunity to learn and incentive to learn. Cooper suggests that the psychological profile of the successful language learner developed in L2 research may explain differences in speed of learning, but will not accurately define who will and who will not learn. Factors central to the study of language spread are necessary to determine who will learn. There is a close relationship, though, between the two areas in that personal usefulness of a language (incentive) may affect learner attitude.

What is learned can be viewed in terms of forms and functions. A language may be adopted in a variety of forms: dialects, varieties, or registers. The study of language spread is concerned with which forms are adopted as well as with the purpose or function of the language for trade, diplomacy, education. Cooper suggests that it is equally important to specify the forms and functions of a second language in the study of L2 acquisition. The number and types of forms and functions which the L2 learner is acquiring will surely affect his learning process.

Cooper points out that language learning is time dependent. The when of language adoption and acquisition is over time. Second

*Comments by Rosario Gingras not included.

language acquisition research attempts to specify degrees of proficiency over time. Language spread research, Cooper says, can benefit greatly from such information. On the other hand, he feels that language spread research has contributed to the issue of when by generating evidence based on longitudinal studies.

In the field of language spread, the question of where is related to the location of interactions for which the language is spreading. This research has investigated the domains or social space of language interactions and has found proficiency of bilingual speakers to vary depending on social domain. The importance of social context has been recognized by language spread research and Cooper feels that acknowledgment of this factor will benefit second language acqusition researchers, too.

From the standpoint of language spread, the researcher also asks how: what social mechanisms are spreading the language? What agents of change are influencing the adoption of the language? Another factor which Cooper believes to be important in this area is the learners' use of social strategies (how he increases his exposure to the target language). Cooper suggests that L2 researchers may contribute to language spread research through their analysis of language learners' social strategies. He also suggests that the language spread researchers' ideas of social mechanism may illuminate the research into social strategies for the L2 researcher.

To answer the final question (Why) Cooper cites economic reasons for adopting a new language. He feels that the small number of American students who pursue foreign language study is merely a reflection of the lack of economic incentive for speaking a language other than English. He feels that this question of incentive may override other factors in language acquisition.

In conclusion, Cooper notes that L2 researchers can contribute to the field of language spread by explaining concrete behavioural interactions (especially social strategies employed by language learners) and by specifying degrees of language proficiency. He likewise feels that the area of language spread brings to light social conditions which may affect second language acquisition and give L2 researchers additional data on the informal (non-school) contexts of language acquisition.

In his belief that the two fields can benefit each other, Cooper includes a list of observations from language spread research which he finds applicable to second language acquisition research.

- "Formal Simplicity and Functional Simplicity in Second-Language Acquisition"
  S. Pit Corder (University of Edinburgh, Edinburgh, Scotland)

Corder introduces his paper with a discussion on the concept of "simplification" and the differences between a structurally simple grammar or code (Foreigner Talk) and a simplified use of a fully complex code (Teacher Talk). Corder offers two definitions for simple

or simplified. Foreigner Talk signifies "simple for receiver to process," whereas Teacher Talk signifies "structurally simpler." Corder makes a contrast between state and process in these two meanings. The term "simple" is used to refer to a state whereby a code or register is simple by comparison with another code or register. "Simplified" however refers to a result of a process of "simplification" whereby a code or register is rendered structually simpler. With regard to first and second language acquisition, Corder argues that when the learner uses a simpler grammar, he hasn't arrived at this simpler code by simplifying the target language. He couldn't possibly do this because one cannot simplify a code one doesn't completely possess.

Rather than simplifying a code, the language learner is elaborating on one. But what is the language learner elaborating on? Corder suggests a possible universal code characterized by a simple, basic grammar, as a starting point for second language acquisition. The language learner retains this code from his initial language learning experience. The language learner possesses this code at the onset of his second language learning experience by drawing on his first language learning experience. These basic simple codes then are remembered, not learned. Thus, the second language learner using "simplification" as a learning strategy simplifies his first language rather than the target language.

In his response to Corder's article, Jack Richards (Regional English Language Center, Singapore) congratulates Corder on his clarification of the concept and processes of simplification. Richards feels that Corder's discussion of the "descriptive" and "explanatory" sense of the term "simple" should be used to determine, if possible, central processes in second language acquisition.

Richard's discussion then focuses on issues of second language acquisition in Singapore. In his examination, Richards shows that the English spoken by Singaporeans which least resembles English is still acquired by a "complex interplay of semantic, cognitive, linguistic, functional and communicative processes." Regarding this resulting code as "simplified" is an injustice to the language learner as this attitude fails to adequately describe the complexities involved in the language acquisition process.

- "Some Common Goals for First and Second Language Acquisition Research" Kenji Hakuta (Harvard University, Cambridge, MA)

In this paper, Kenji Hakuta notes some objectives shared by L1 and L2 acquisition researchers and points to areas of research to which both may contribute and from which both may benefit. Hakuta suggests that determining the level of description of language is a basic concern of both L1 and L2 acquisition research: both areas of research are questioning the learner's hypotheses concerning the nature of syntactic categories.

Hakuta feels that L2 research presupposes a certain level of cognitive development. That is, the L2 learner is presumed to have

syntactic categories already established in his native language and, therefore, merely fills these categories with L2 input when acquiring a second language. Hakuta warns, however, that while semantic development is tied to cognitive development, semantic structure is often language specific. Assuming a certain level of cognitive development applicable to the L2 should not automatically assume a certain level of applicable semantic development.

Hakuta thus suggests that semantics may be an important consideration in L2 acquisition. He notes three possible patterns of L2 acquisition with regard to the acquisition of form classes. First, the L2 learner may acquire the language exactly as the native speaker of the language did - guided by the semantic structure of the target language. Secondly, the pattern of development may depend on the learner's age - that is, he may be more sensitive to semantic categories after a certain age. And thirdly, the acquisition may be a kind of transfer, guided by the semantics of the learner's native language. Hakuta feels that understanding something of how the L2 learner acquires form classes would be informative.

Describing research by De Villiers, Hakuta notes that grammatical rules may be semantically governed. He points out native speaker bias in passive formation as an example and suggests the concept of prototypical and peripheral members of grammatical categories.

As an hypothesis, Hakuta suggests that the level of L1 semantic sophistication will be reflected in the L2 acquisition process - more specifically, it may be reflected in whether or not the learner generalizes rules across semantic boundaries.

As an extension of this hypothesis, Hakuta mentions the syntactic category of subject and the discourse category of topic and suggests that L2 acquisition which crosses over the subject-prominent/topic-prominent distinction may be different from L2 acquisition which does not involve this distinction. He feels that this is only one of the areas of research which will benefit both L1 and L2 researchers by exploring similarities in the two processes.

Barry McLaughlin (University of California, Santa Cruz, CA) applauds Hakuta's role as "consciousness-raiser" and readily agrees that cognitive development in L2 learners has been passed over as a given. His comments on Hakuta's paper, however, center on the theory of how an L2 learner acquires form classes. Addressing Hakuta's three possible patterns of L2 form class acquisition, McLaughlin feels that it is too early to predict an age range at which a learner has access to abstract syntactic categories. He is further hesitant to support the theory of transfer of form classes without knowing what form class errors occur in L1 acquisition.

McLaughlin discusses the prototype theory in some depth, showing support for it both in child and adult language acquisition research. He believes that the prototype theory with the additional feature of weighting available to native speakers best accounts for

the formation of form classes such as "subject." The drawback he cites in fully accepting this theory is the lack of adequate description of internal grammatical categories, even in English. Research into developing more detailed grammatical descriptions may be the area for collaboration between psychologists and linguists, he feels.

In pointing out this area of possible research and collaboration, McLaughlin warns second language researchers against waiting for linguists and first language researchers to develop the field. He suggests that L2 research need not follow the paths of others, but rather should establish its own methodology. He further suggests that L2 research has a great advantage in being able to observe simultaneous bilingual language acquisition. He feels that by comparing the development of two languages in bilingual children, researchers can begin to understand the formal and semantic structures of language, which remain, as Hakuta pointed out, complex as well as fruitful grounds for language acquisition research.

- "Input from the Inside: A view of Non-Native Language Development in Children"
  Deborah Keller-Cohen (University of Michigan, Ann Arbor, MI)

In this paper Keller-Cohen claims that child second language learners will recruit prior first language knowledge in their attempt to learn the target language. She examines previous research which shows that when a child is confronted with linguistic material that he does not understand, he may apply any or all of the following tacts to assist in his second language learning.

1. The use of general knowledge about the world.
2. The use of contextual cues.
3. The application of previously-acquired linguistic generalizations.

Keller-Cohen argues that when the second language learner cannot rely on either of the first two tacts - that is, a clear contextual cue is unavailable or his real world knowledge cannot assist him - then he ought to form linguistic generalizations based on his first language. She feels that, in the initial stages of second language learning, the child uses a broad set of generalizations from his first language to guide his early attempts at analyzing the linguistic input he hears.

In her response to Keller-Cohen's article, Evelyn Hatch (UCLA) states the need to precisely define what prior knowledge the second language learner is most likely to use in his language learning. Of all the possible prior knowledges with which a language learner approaches the learning task, which ones will he use to assist him in this learning?

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Hatch discusses experiments conducted in three areas of language learning - vocabulary, composition, and reading - where data

have supported various claims on the learner's reliance on prior knowledge.

Hatch supports Keller-Cohen's thesis and urges second language researchers to consider:

1. The kinds of prior knowledge the language learners uses.
2. How this prior knowledge is used.
3. When and how prior linguistic knowledge from first language acquisition intersects with new second language knowledge.

- "Research on the Measurement of Affective Variables: Some Remaining Questions"
John W. Oller, Jr. (University of New Mexico, Albuquerque, NM)

In his discussion, Oller stresses the problem of measuring and describing affective variables and the role they play in second language acquisition. He notes the complexities involved in measuring values, traits, motivation and attitudes, particularly when these concepts are based on inference and contain certain amounts of response bias. Oller feels that the results produced by self-report instruments, for example, are questionable for several reasons. First, subject may give answers that they think the interviewer wants them to give. Secondly, "self-flattery," or a desire to appear acceptable, may also play a role in respondents' choices. Oller feels that these and other limitations of self-report instruments necessitate that researchers investigating affective factors report the validity and reliability of their instruments.

Furthermore, Oller sees the description of affective variables as inadequate and suggests caution in attempting to measure concepts that are not themselves clear. He points out that the distinction between attitude and motivation, for example, is not a clear one.

Oller also asks whether attitude and motivation tests may actually be measuring language abilities rather than the affective factors they are intended to measure since results of attitude questionnaires are often a function of how well the questionnaire is understood. Throughout his paper, Oller discusses the dynamic, bidirectional and unstable relationship between affect and learning. After finishing the paper, one is left with the question of whether or not affective factors influence language learning or vice versa.

Richard Tucker's (Center for Applied Linguistics, Arlington, VA) criticism of Oller's paper does not lie in what Oller has suggested but the extent to which he has carried his discussion. He agress with Oller's arguments on test reliability and validity but further mentions that researchers may have to accept the fact that theories generated in second language acquisition cannot be tested in the manner they desire. Tucker feels that Oller should have discussed work done by researchers which shows that successful language acquisition is the outcome, not

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the cause, of finding a job or making friends. Being compelled to interact in the target language results in acquisition of that target language.

Perhaps the most important point Tucker makes in his response is the need to measure precisely second language proficiency. Standardized second language tests do not accurately measure proficiency. Therefore, any attempt to examine the relationship between affective variables and second language acquisition will remain hindered until an appropriate language proficiency measure is found.

- "The Effects of Neurological Age on Second-Language Acquisition"
Thomas Scovel (University of Pittsburgh, Pittsburgh, PA)

In this paper, Scovel states that neurological age is related to, yet distinct from, intellectual age, social age and linguistic age. He suggests three different measures to show neurological maturation.

With regard to language acquisition, the first critical period in neurological development is myelinization which occurs roughly between six months to six years. This stage is "crucial in the processing of acoustic signals and is a necessary condition for the production of intelligible speech sounds."

The second stage of neurological development is the process of hemispheric specialization. Research on cerebral specialization indicates that this process is completed at about the onset of puberty. Scovel then discusses the effect of hemispheric specialization on non-primary language acquisition, particularly its affect on non-primary phonology. According to Scovel, the loss of brain plasticity rather than the completion of hemispheric specialization, causes a loss of ability to produce accentless speech in second language learners.

The third point Scovel discusses is the idea that there is a continuum for lateralization which ranges from individuals who are strongly lateralized at age five to those adults who have exhibited no lateralization. Scovel believes that some adult second language learners may have a low degree of lateralization because their brain has maintained a high degree of plasticity.

Herbert Seliger, (Queens College, New York, NY) in his discussion on this subject, looks to the exceptions on either side of Scovel's continuum. These exceptions are:

1. Early childhood second language learners who, similar to adults, sound "foreign."

2. Adult second language learners who acquire a complete phonological system in the second language.

Seliger states four factors which may affect the outcome of the language acquisition process.

1. Biological or neurological states of the learner, "changes which take place physiologically in the brain of the maturing organism," the concept of "critical period." The crucial aspect in explaining

adult exceptions to the critical period is whether: 1) specialization is always to the left hemisphere and 2) hemispheric specialization always involves a loss of plasticity.

2. Biologically determined predisposition. Biological differences which may exist between the child and adult language learner.

3. Cognitive states of the learner. The internal cognitive structure of the learner to which the output of strategies is applied.

4. Characteristics of the external environment in which the learner must function. Those attitudes acquired by the learner from his social environment which affect his level of acquisition.

Seliger feels the first factor can best explain adult exceptions to the critical period theory. He believes, though, that 36% of a normal population have the potential for hemispheric plasticity beyond puberty, that is, their neurological make-up provides the potential, environmental factors (factor 4) frustrate that potential, and, therefore, a very slight percentage of non-primary language learners actually prove to be exceptions to the rule. Seliger concludes with the paradoxical question: if 36% of a normal language learning community have the potential to produce native-like speech, why are there not more exceptions to the "critical period" theory?

- "Linguistic Environment as a Factor in the Acquisition of Target Language Skills"
Merrill Swain (Ontario Institute for Studies in Education, Toronto, Ontario, Canada)

In her paper, Merrill Swain records her examination of the development of second language skills of students participating in French immersion programs in Canada and the influence native French-speaking peers had on this development.

The question raised in this paper was whether the use of French in the out-of-school/out-of-home environment of the immersion children influenced their French language skills. In order to examine this question, students in various early total French immersion programs were tested on a number of skills. Comparisons were then made between attained proficiency in programs in cities that were predominantly francophone and those which were predominantly anglophone. The results of her examination showed "little relationship between the use of the second language in the broader environmental context and the acquisition of second language skills." Even in cases where students in an overall francophone environment showed a slight initial advantage in French, this advantage was not maintained. These findings contradict earlier reports where the use of the target language in the out-of-school/out-of-home community was found to be an accurate predictor of successful bilingual programs.

In his response to Merrill Swain's paper, Fred Genesee (McGill University, Montreal, Quebec, Canada) looks to the methodological aspects of her examination and the type of comparison she attempted. He supports Swain's findings that participation in a French immersion program will not necessarily result in greater language use in the French community. Genesee offers three possible factors that will influence the extent to which second language learners will use their second language skills outside the school setting.

1. Proficiency in the necessary casual forms of the language.

2. Motivation to use the language with native speakers in the community.

3. Sociolinguistic models in the immediate environment which promote use of the language with native speakers in a variety of situations.

Genesee feels that these factors must be considered in reaching a thorough understanding of why immersion programs do not predict successful second language use within the target language community.

▷ The following are summaries of some of the 55 Workshops given at the 1979 TESOL Convention in Boston:

o Teaching a University-Level Course on Language Acquisition by Andrew D. Cohen (Centre for Applied Linguistics, Hebrew University, Jerusalem, Israel)

At the recent TESOL Convention in Boston, Bruce Fraser and I conducted a working session on teaching a language acquisition course at the university level. It had come to my attention that the time had come to pool resources, share wisdom, and achieve a modicum of consensus about the shape of such a course or courses since so many of us are now giving them.

The following is a brief report on that workshop, based largely on a content analysis of course syllabi that had been sent to me by colleagues prior to the Convention. At least 50 people attended part of the workshop.

1. Course Title: Child Language Acquisition, Language Development, Language Acquisition, Second Language Acquisition, Second Language Learning, Interlanguage Studies, Psychology of Language, Psychology of Second Language Learning, The Process of Becoming Bilingual: Psycholinguistic Issues, Researching Second Language Learning, Psycholinguistics and Language Teaching.

2. Course Details: Often for B.A., M.A., and doctoral students together, but undergraduates are not expected to read as much or do empirical work (in some cases). Some workshop participants noted that the instructor can bring empirical data to the classroom, but that it was imperative even for undergraduates to work with actual data in order to better appreciate the readings. The courses were usually 3-4 hours per week, 1-2 meetings, for a trimestre or semestre.

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3. Topics Covered: The following are topics that at least one instructor chose to cover in his course(s). It became clear in the workshop that there is no one best ordering of course topics, and that topics may relate to each other in non-linear fashion. I encourage readers to review this list and to send me feedback. (Note that the sequencing is not necessarily chronological).

Pre-speech, cognitive development. Language as a coding system. Language development -- L1, L2. Notions of grammar, rules. Single words, 2 words -- grammatical, semantic, pragmatic analysis. Phonology, morphology (forms and functions, morpheme studies), syntax (e.g. negation, interrogation, vocabulary). Perception, imitation, comprehension, production. Acquisition/learning environment -- natural, naturalistic, structured; input -- simplified registers (caretaker talk, foreigner talk, teacher talk, interlanguage talk). Language as a communication system -- origins of conversation, pragmatic/discourse analysis, figurative/literal language use, registers, speech acts, rules of conversation, non-verbal factors in communication. Language variation -- dialect, register, and style. Similarities and differences between L1 and L2 acquisition & learning -- universals, variability. Contrastive analysis. Error analysis. Interlanguage -- fossilization, variability/systematicity. Pidginization, creolization. Monitor theory. Communicative strategies. Neuropsychology of language, neurolinguistics -- language and the brain, neurological age, sensitive/critical period. Language disabilities. Cognitive strategies. Aptitude factors -- L2. Affective factors -- motivation, attitudes. Personality factors. Personal factors -- L2. Social, cultural factors. Bilingualism -- description and measurement. Methodological approaches to researching L1/L2 acquisition/learning. Applications of research to the classroom.

4. Course Readings: The following are texts that have been used for required reading in at least one course.

Aitchison, 1976. The Articulate Mammal: An Introduction to Psycholinguistics. Hutchinson: London.

Bloom (ed.), 1978. Readings in Language Development. Wiley.

Brown (ed.), 1976. Papers in Second Language Acquisition. Language Learning, Special Issue No. 4.

Clark & Clark, 1977. Psychology and Language. Harcourt, Brace, Jovanovich.

Corder, 1973. Introducing Applied Linguistics. Penguin.

Dale, 1976. Language Development: Structure and Function. 2nd Ed. Holt, Rinehart and Winston.

deVilliers & deVilliers, 1978. Language Acquisition. Harvard University Press.

Ervin-Tripp & Mitchell-Kernan (eds.), 1977. Child Discourse. Academic Press.

Foss & Hakes, 1978. Psycholinguistics: An Introduction to the Psychology of Language. Prentice-Hall.

Hatch (ed.), 1978. Second Language Acquisition. Newbury House.

McLaughlin, 1978. Second Language Acquisition in Childhood. Lawrence Erlbaum.

Oller & Richards (eds.), 1973. Focus on the Learner. Newubury House.

Richards (ed.), 1974. Error Analysis. Longman.

Schumann & Stenson (eds.), 1974. New Frontiers in Second Language Acquisition. Newbury House.

During the workshop, some of the above were critiqued quite frankly in terms of their usability in class, and perhaps more could be done to review such texts and to make the findings public.

I had selected only textbooks out of expediency, but workshop participants felt that it would be most helpful to collect a list of choice articles relating to the course topics cited above. I agreed to serve as coordinator in this endeavor. So, readers are requested to go back over the above course topics and if you know of one or two particularly good papers for given topics, please jot these down and send them to me (at the Centre for Applied Linguistics, Hewbrew University, Jerusalem, Israel).

5. Transmission/Learning Material:

Teacher Presentations: Instructors generally reported using formal or informal lectures, coupled with discussion.

Classroom Activities: Participants reported presenting small sets of data that students practiced on before going out into the field to collect their own data. Analysis of syllabi indicated that instructors have students report orally or in writing on one or more articles that they have read. It came out in discussion that oral presentations on readings may not work as well as hoped (e.g., if students don't prepare or don't show up). Take-home exercises, such as language problems (error analysis), also appeared in course descriptions. One participant reported giving students a set of questions to use in conducting observation in the field, and probably many of us do this (to help the observer to focus his observation).

Papers: review of literature and critique; empirical study -- with or without collection of primary data.

Testing: quizzes, midterm, final. Tests seemed to be optional, particularly the final.

6. Student Views Towards Language Acquisition Course: Three graduate students responded to a questionnaire about what they would like in a language acquisition course. They all wanted a short introductory lecture each session (perhaps half the period) based partly on the readings, followed by a student-led discussion of a paper assigned for the session or an exercise in data analysis. One of the students noted that students should be encouraged to develop their own opinions regarding the merits of different models for language acquisition.

Feedback from participants after the workshop was quite positive and enthusiastic. People indicated that they would like to spend more time discussing the teaching of such a course, with particular emphasis on creative activities for the classroom and critical discussion of course reading materials.

Perhaps a similar session could/should be organized for TESOL '80 (San Francisco) and/or for another conference at which language acquisition features prominently.

- Investigating the Teaching Act by John Fanslow (Teachers College, Columbia University, New York, NY)

One of the conclusions of the Colloquium on Classroom Centered Research at the 1978 TESOL Convention was that there is a lack of understanding of the coding systems different researchers use. One of the reasons for the proliferation of observation instruments and the lack of adaptation of those already in use is that researchers have not had guided experience actually using available instruments others have developed. Therefore, they do not know what the instruments can and cannot show. Similarly, some researchers begin to investigate seemingly different characteristics of communications that careful scrutiny reveals have already been investigated. But lack of actual experience with other researchers' categories has prevented in-depth understanding of the systems already in use.

The major goal of this workshop was to provide an in-depth understanding of the capabilities and limitations of the research instrument called FOCUS (TESOLQ, March 1977). To achieve this goal these activities were engaged in: discussion of significant questions to investigate in classroom research; guided coding of selected transcripts using categories from FOCUS; sharing of research results from studies using FOCUS; using FOCUS for group coding of excerpts provided by participants from their own research; review and comparison of instruments used in selected critical studies of classroom interaction.

- Graduate Student Research Colloquium (led by Adelaide Heyde, ELI, University of Michigan, Ann Arbor, MI)

There was a wide variety of topics discussed. Each participant presented his results for 10-15 minutes, then people made suggestions, raised questions, and commented further on related research. Evelyn Hatch provided helpful research feedback and ideas.

We hope that students will continue to participate in the seminar at future TESOL conferences. The seminar should continue to be organized by graduate students for graduate students. Joyce Freundlich of Rutgers plans to organize next year's.

- Mary Call

My research is aimed at demonstrating the relationship between auditory short-term memory and skill in comprehending a spoken foreign language. In his 1956 article, "The magic number seven plus or minus two," George Miller suggests that the greater an individual's ability to "chunk" units of input, the more information he can hold in short-term memory. Assuming that the ability to make efficient use of short-term memory is an important component of listening comprehension, the major hypothesis of the experiment is that students who are high scorers on tests of listening comprehension will also be high scorers

on tests of auditory short-term memory use. The participants are students whose standardized grammar scores place them in intermediate or advanced English programs. Their short-term memory was measured by having them listen to and repeat or identify various types of auditory information: musical tones, strings of random digits, strings of random words, sentences, and sentences contextualized within a narrative. The students' scores on these memory measures will be correlated with their aural comprehension scores. The results are expected to demonstrate that there is a positive correlation between listening comprehension scores and short-term memory scores.

I conducted the tests of short-term memory in November, and I am now faced with the task of analyzing and interpreting the data I collected. I don't have any specific problems or questions at present, but some will probably surface between now and March. I look forward to the opportunity of hearing about the work of others who share my interest in listening comprehension.

- Provision of Rules for Speech Events in America by Shaun McNally (University of Pittsburgh, Pittsburgh, PA)

The absence of an exhaustive typology and complete analysis of different speech acts/events should not prevent the language teacher from providing students with generalizations that they can use when interacting with Americans. Most students of EFL are extremely rule conscious and, while they are given grammar generalizations, they are not always presented with rules which they could apply in communicative situations. They are left to induce the rules and presuppositions which Americans share when performing certain ritual actions such as refusing, suggesting, requesting, consoling, or admitting mistakes. Inappropriate behavior in these situations can elicit strong negative reactions from Americans, who naturally respond differently to social mistakes than to grammatical errors. Accordingly, students do need to be taught some acceptable responses that will enable them to function in a socially acceptable manner and thus make their adjustment to American culture less difficult.

For example, refusing an invitation can be difficult for learners of English, but the following analysis could provide them with an acceptable guideline.

Recognition	Reason	Remark
Thankyou for asking	but I have to work Tuesday.	Please call again.
I'm sorry	but I can't Tuesday.	Some other time.

An explanation of the parts can be used to show the social implications of a definite reason as opposed to an indefinite reason, as well as to show how other information can be expressed in the recognition and remark.

Obviously, this is not the only possible analysis. It may not be possible to cover the entire repertoire of one speaker for a speech event such as refusing, but it is feasible to provide students with a general analysis that would work in a wide variety of situations. Similar analyses of the speech events mentioned above can provide

students with valuable information concerning culture-bound speaking rules and aid them in deciphering the norms of interaction in American speech communities.

- Ann Colquhoun

A language attitude survey was conducted in Toronto in the winter of 1978 in which 457 people of various ages, social classes, geographical backgrounds, and of both sexes were asked to listen to 20 voices representing five varieties of English and to rate them on a series of character traits and on a socio-economic status scale. The purpose was to establish the relative prestige of, and favorableness in attitudes towards the five dialects of English: Canadian, Midwestern American, Southern, West Indian, and British, and to examine the effect of the listener variables: age, sex, social class, and region. Although previous language attitude studies, particularly those using the "matched guise" technique, have found that the variety of language used by a speaker has been a strong factor, the results of this study show that the Dialect factor loses much of its strength when combined with real personality difference and passage content variation. In many parts of the analysis, the Dialect factor, which was expected to be a significant source of variation, was no more significant than the Speaker factor. The interaction of these two factors was usually the major source of variation. Future research should try to determine the effect of Speaker variables to allow a more realistic account of the effect of Dialect or Variety of language.

- The Image of the Puerto Rican In Ethnic Literature for Young Adults by Joyce Y. Freundlich (Rutgers University)

The premise of this study is that multi-ethnic literature plays a positive role in our culture and meets both psychological and educational needs of many students by providing the intellectual basis for social sensitivity.

This study addresses the question of whether the image of the Puerto Rican in ethnic literature for young adults has changed with the advent of an enlightened social consciousness and the impact of an emergent wave of social realism.

In addition, this study offers a unique contribution to the analysis of ethnic literature. Prior studies have concentrated on the selection of reviewers from one ethnic group to review specific ethnic literature. In contrast, this study uses a cross-cultural group of reviewers representing both Puerto Rican and non-Puerto Rican cultures.

These reviewers have analyzed a select sample of books in an attempt to answer the following questions:

1. What are the major characteristics of Puerto Ricans as portrayed in contemporary literature for young adults?

2. To what extent is the image of the Puerto Rican portrayed in a positive or negative manner?

3. What is the relationship between the author's ethnic background and the positive or negative portrayal of the principal character?

4. To what extent do these books portray Puerto Rican culture as defined by the literature?

In order to answer these questions, the reviewers and researcher have been trained to use a holistic approach to evaluate ethnic literature. A holistic approach views the literary content as a total entity. This contrasts with the more traditional view of literature as consisting of discrete components of plot, character and theme. In addition, the evaluative criteria relate solely to the content under review, not to any external literary standard.

Particularly, the Puerto Rican adolescent is in need of books which accurately reflect his culture and with which he can identify. The studies of Alicea and Aspira of America corroborate the relationship between a student's view of himself and success in school, yet the Puerto Rican has been unjustly portrayed in ethnic literature for young adults, according to the findings of a study by the Council on Inter-Racial Books for Children in 1972.

The image of the Puerto Rican suffers from the following deficiencies: a scarcity of young adult literature depicting Puerto Rican characters, an inadequate representation of Puerto Rican characters, stereotyped portrayals of Puerto Ricans and a lack of agreement on evaluative criteria for ethnic literature.

The completion of this study sheds light on the following areas:

1. It provides a definitive statement of the image of the Puerto Rican in ethnic literature for the young adult, based on the perceptions of a cross-cultural group of readers.

2. It validates the application of a holistic approach to ethnic literature by a cross-cultural group.

3. It verifies the relationship which may exist between the ethnic background of the writer and the positive or negative portrayal of the principal character.

Ultimately, this study has significant implications for English As a Second Language teachers and those who select and develop appropriate materials for minority students. The selection of these materials requires awareness of the cultural biases which exist in ethnic literature for young adults. It is necessary that multi-ethnic literature accurately reflect the culture of its readers in order to have a positive effect upon their attitudes, knowledge and skills.

- Motivational Variables in Learning English as a Foreign Language in Korea by Young Ja Lee (The University of Michigan, Ann Arbor, MI)

A total of approximately forty measures (e.g. motivation index, motivation intensity, attitudes towards Korean and American culture, the Comprehensive English Language Test) were gathered in Korea, using

465 Korean senior high school students in order to examine the major roles of motivation and attitudes in learning English as a foreign language in Korea. Analysis of variance and covariance, profile analysis, and factor analysis were used.

Emphasis was placed on the relationships between (1) motivational variables and English proficiency tests, (2) motivational variables and attitudes towards American culture, (3) parental attitudes and their children's English proficiency. It is hoped that the result will be a valuable contribution to the present knowledge of affective domain in second language learning and will be fully utilized in developing English textbooks and audio-visual materials for the teaching of English as a second language in other countries.

Additional Workshops

"Design and Analysis of Time-Series Experiments for L2 Research"
Douglas Flahive (Department of English and Linguistics, Colorado State University, Fort Collins, CO)

"2nd Annual Colloquium on Classroom Centered Research"
Stephen J. Gaies (Department of English, University of Northern Iowa) and Richard Allwright (Department of Linguistics, University of Lancaster, Lancaster, England)

"The Validation of Oral Proficiency Tests"
Peter J.M. Groot (Institute of Applied Linguistics, State University of Utrecht, Utrecht, Netherlands) and Adrian S. Palmer (Department of Linguistics, University of Michigan, Ann Arbor, MI)

"Cognitive Styles: A Cross-cultural Perspective"
Marvin Kierstead (Department of English as a Foreign Language, Georgetown University, Washington, D.C.) and James Dias (Department of English as a Foreign Language, Georgetown University, Washington, D.C.)

"Teaching the Language of "Okness": A Humanistic Techniques Workshop"
Gertrude Moskowitz (Department of Foreign Language Education, Temple University, Philadelphia, PA)

"Bias in Standardized Testing: The Language Factor"
John Oller (Department of Linguistics and Educational Foundations, University of New Mexico, Albuquerque, NM) and Virginia Streiff (Department of Bilingual Education, University of Texas, San Antonio, TX)

"Error Analysis: Insights and Applications for the Classroom Teacher"
Thomas Scovel (Department of Linguistics, University of Pittsburgh, Pittsburgh, PA) and Kenneth Pakenham (Department of Linguistics, University of Pittsburgh, Pittsburgh, PA)

Individual Papers

144 papers in all were presented at the conference. The following may be of most interest to SLANT readers:

"Perceived Attitudes and Second Language Learning"
Christina-Abdul Ghani (American Language Institute, University of Southern California, Los Angeles, CA)

"Predictor Variables in Relation to Attainment in ESL"
Kyle Perkins (Department of Linguistics, Southern Illinois University, Carbondale, IL) and Rosalie Banko (Department of Linguistics, Concordia University, Montreal, Quebec, Canada)

"Implications of Research on Cohesion for ESL Teaching"
Leslie M. Beebe, Department of Linguistics and Education, Teachers College, Columbia University, New York, NY

"Academic Guidance in Professor-Student Consultations"
Ann Borkin, Department of English, University of Michigan, Ann Arbor, MI, and Cristin Carpenter, University of Michigan, Ann Arbor, MI

"Two Ways Adults Get New Languages: Learning and Acquisition"
Jeffrey P. Bright, Adult Education Service Center, IL

"A Socioculturally Determined Critical Period for Second Language Acquisition"
H. Douglas Brown, Department of Linguistics, University of Illinois, Champaign-Urbana, IL

"On Speaking Politely in a Second Language"
Joanna Brunak, Pepperdine University, Malibu, CA, and Robin Scarcella, University of Southern California, Los Angeles, CA

"A Look at Error Types and Proficiency Levels"
Marina Burt, Bloomsbury West Lau Center, San Francisco, CA, and Heidi Dulay, Bloomsbury West Lau Center, San Francisco, CA

"Indirect Answers in ESL"
Patricia L. Carrell, Department of Linguistics, Southern Illinois University, Carbondale, IL

"Field of Study -- Learner Strategies: Is There a Relationship?"
Marilyn Chasan, Foreign Language Teaching Center, National Autonomous University of Mexico, Mexico City, Mexico, and Marcella Williamson, Foreign Language Teacher Center, National Autonomous University of Mexico, Mexico City, Mexico

"Complexity of ESL Teachers' Speech and Vocabulary Explanation/Elaboration"
Craig Chaudron, Center for English Language and Orientation Programs, Boston University, Boston, MA

"Retention of L2 Vocabulary Over Time: Experimenting with Associations"
Andrew D. Cohen, Hebrew University, Jerusalem, Israel, and Edna Aphek, Hebrew University, Jerusalem, Israel.

"Motivation: A Practical Approach for the EFL/ESL Classroom"
James R.C. Cook III, Intensive English Program, University of Texas, Austin, TX

"Analysis of Teaching Acts in Teachers and Student-Centered Second Language Pedagogies"
Robert Courchene, Centre for Second Language Learning, University of Ottawa, Ottawa, Canada, and Michael A. Massey, Centre for Second Language Learning, University of Ottawa, Ottawa, Canada

"Questions in One Kind of Discourse"
Ruth Crymes, Department of ESL, University of Hawaii, Honolulu, HI, and William Potter, Department of ESL, University of Hawaii, Honolulu, HI

"Ordering of Difficulty in First and Second Language Acquisition"
Richard R. Day, Department of English as a Second Language, University of Hawaii, Honolulu, HI

"Children and Second Language Learning -- Good or Bad Learners?"
Carmen De Neve, Department of TESL, University of California, Los Angeles, CA, and Sabrina Peck, Department of Applied Linguistics, University of California, Los Angeles, CA

"The Social and Linguistic Behavior of Good Language Learners"
Lily Wong Fillmore, Department of Education, University of California, Berkeley, CA, Michael Strong, Department of Linguistics, University of California, Berkeley, CA, and Ruth Cathcart, Department of Linguistics, University of California, Berkeley, CA

" 'Foreigner Talk' and Simplification in Second Language Acquisition"
William C. Flick, Intensive English and Orientation Program, Iowa State University, Ames, IA

"English Negative Development in Spanish, Persian and Arabic Speakers"
William C. Flick, Intensive English and Orientation Program, Iowa State University, Ames, IA

"Pathways in Second Language Learning"
Uli Frauenfelder, Department of Anglo-American Studies, Vincennes University (Paris VIII), Paris, France, and Rémy Porquier, Department of Linguistics, Nanterre University (Paris X), Paris, France

"Foreigner Talk and Conversational Interaction"
Barbara F. Freed, Language Attrition Project, University of Pennsylvania

"Revisions in the Contrastive Analysis Paradigm"
Susan Gass, Department of Linguistics, University of Wisconsin, Milwaukee, Wisconsin

"Characteristics of Teachers' Language in the Second Language Classroom"
Else Hamayan, Bilingual Education Service Center, Arlington Heights, IL

"Selective Correction Strategies of Written Errors"
James M. Hendrickson, Department of English as a Second Language, Lansing Community College

"Assessing Improvement in Oral Communication: Raters' Perceptions of Change"
Frances B. Hinofotis, Department of ESL, University of California, Los Angeles, CA, Kathleen M. Bailey, Department of Linguistics, University of California, Los Angeles, CA, and Susan L. Stern, Department of Linguistics, University of California, Los Angeles, CA

"Is There a Structural Foreign Accent?"
Georgette Ioup, Department of Linguistics, University of Washington, Seattle, WA

"Cohesive Error Discourse of Non-Native Speakers"
Ann M. Johns, American Language Programs, San Diego State University, San Diego, CA

"Using the Native Culture to Teach and Target Language"
Jerrilou Johnson

"An Analysis of Teacher Responses to Bilingual Students' Errors"
Nancy K. Johnson, Research and Development Center for Teacher Education, University of Texas, Austin, TX

"The Significance of Redundancy in a Learner's Interlanguage"
Thomas Ray Johnson, Institute of North American Studies, Barcelona, Spain

"Testing the Language Intake Hypothesis: Aspects of Discourse Analysis"
Carolyn Kessler, Department of TESL, University of Texas, San Antonio, TX, David C. Harrison, Defense Language Institute, Lackland Air Force Base, TX, and Curtis W. Hayes, Department of TESL and Linguistics, University of Texas, San Antonio, TX

"An Analysis of Advanced ESL Compositions in Freshman English"
Barbara Kroll, Writing Laboratory, University of Southern California, Los Angeles, CA

"Inside the Black Box: Methodological Issues in Classroom Research on Language Learning"
Michael H. Long, Department of Linguistics, University of California, Los Angeles, CA

"Self-Teaching: The Case for Learning"
Jeremy D. Marks, Department of Linguistics, University of Toronto, Toronto, Ontario, Canada

"Comprehension, Production, and Linguistic Awareness"
Diana Massny, Department of ESL, Collège de Rosemont, Montreal, Quebec, Canada

"A Study of the English Proficiency of McGill Janitors"
John Nelson, McGill University, Montreal, Quebec, Canada

"In Support of the Two Stage Language Acquisition Hypothesis"
James W. Ney, Intensive English Program, Arizona State University, Tempe, AZ

"Keeping Language Real: Do We Practice What We Teach?"
Judy E. Winn-Bell Olsen, Department of English, San Francisco State University, San Francisco, CA

"Are We Getting Away With Teaching All Those Idioms?"
Leslee D. Oppenheim, Texas A & M University, and Walter F. Stenning, Educational Curriculum and Instruction, Texas A & M University

"Error Analysis: A Practical Evaluation"
Clive Perdue, Département d'Etudes des Pays Anglophones, University of Paris-Vincennes, Paris, France

"Training for Learning a Second Language"
Anthony Pfannkuche, Center for Applied Linguistics, Arlington, VA

"Sociolinguistic Variation and Pragmatic Ability: A Look at Learners"
Ellen M. Rintell, Department of Applied Linguistics, San Jose State University, San Jose, CA

"Adult ESL Acquisition: Sorting Out Success-Related Variables"
Ellen J. Rosansky, Department of Linguistics, San Jose State University, San Jose, CA

"Coordinate Structures and Language Universals in Interlanguage"
Maxine F. Schmidt, Department of Linguistics, University of Washington, Seattle, WA

"Getting What You Want in a New Language"
Richard W. Schmidt, Department of ESL, University of Hawaii, Honolulu, HI

"Psycholinguistics: New Directions in Learning Strategy"
Jaren Schuster-Forester, Department of Multi-Cultural Education, Indiana University, Bloomington, IN

"Self-Monitoring: Another Look at Helping Students to Correct Themselves"
Tippy Schwabe, ESL Program, University of California, Davis, CA

"On the Nature and Function of Language Rules in Language Teaching"
A Cognitive View"
Herbert W. Seliger, Department of Linguistics, Queens College, City University of New York, New York, NY

"What DO Teachers Actually Do in Language Classrooms?"
Frances Joyce Shapiro, Department of English, Ramapo College, New Jersey in Mahwah

"Errors and Syntactic Complexity at Two Levels of EFL"
Alex Sharma, Department of Applied Linguistics, TESL Centre, Concordia University, Montreal, Quebec, Canada

"A Cross-cultural Study of Reading Comprehension and Interference"
Margaret S. Steffensen, Center for the Study of Reading, University of Illinois, Chitra Jogdeo, Education and Social Science Library, University of Illinois, and Richard C. Anderson, Department of Education Psychology, University of Illinois

"A Hypothesis for Semantic Development"
Gregory J. Strick, TEFL Internship and Research Project, Arya Mehr University

"Universals and Second-Language Acquisition: Another Look"
Michael Szamosi, Ontario Institute for Studies in Education, Toronto, Ontario, Canada

"Interlanguage as Chameleon: A Problem of Observation"
Elaine Tarone, ESL Program, University of Washington, Seattle, WA

"Frequency: A Criterion for Syllabus Development"
Jani Turano-Perkins, Department of English, Southern Illinois University, Carbondale, IL

"Oral and Written Syntactic Relationships in Second Language Learning"
Roberta Vann, Department of English, Iowa State University, Ames, IA

"The Perception of Deference in English and Spanish"
Joel Walters, Department of Elementary and Early Childhood Education, University of Illinois, Champaign-Urbana, IL

"Effects of Nonclassroom Environment on ESL Performance"
Benne Susan Willerman, Department of Speech-Communication, University of Texas, Austin, TX

"'Let's Have Lunch Together Sometime': Perceptions of Insincerity"
Nessa Wolfson

"Cultures in Contact: Arab Students in the ESL Classroom"
Muhammad Raji Zughoul, Department of Linguistics, University of Texas, Austin, TX, Robert F. Maple, Foreign Language Education Center, University of Texas, Austin, TX, and Peter James Fallon, Department of EFL, University of Texas, Austin, TX

For further information regarding the conference, contact: TESOL, 455 Nevils Building, Georgetown University, Washington, D.C.

SUMMER MEETINGS AND INSTITUTES

SUMMER LINGUISTICS PROGRAM AT UNIVERSITY OF TEXAS

The University of Texas at Austin announces a special Summer Linguistics Program which will consist of a substantial offering of graduate courses given by our own faculty members and a distinguished list of visiting scholars. In addition to these courses, workshops and seminars (for credit as conference courses by arrangement with individual faculty members) will be available on topics such as syntactic universals, conditions on rule application, opacity and scope,

formal vs. substantive explanation in phonology, etc. We invite applications from graduate students in linguistics and allied disciplines such as education, English, foreign languages, psychology, philosophy, anthropology, and others.

The list of courses and instructors will include the following:

LIN 380K Generative Phonology -- Robert T. Harms
LIN 380L Transformational Grammar -- Jorge Hankamer and Ivan Sag
LIN 381M Phonetic Theory -- Peter MacNeilage
LIN 384 Outline of Turkish Syntax -- Jorge Hankamer (tentative)
LIN 393 Semantics -- Robert E. Wall
LIN 393 Seminar in Phonetics and Phonology -- Björn Lindblom
LIN 393 Seminar in Syntax and Semantics -- Emmon Bach and Barbara Partee
LIN 393 Pragmatics - Stephen Levinson
LIN 394 New Directions in Historical Linguistics -- Robert D. King
LIN 396 Seminar in Linguistic Variation -- John Baugh

In addition to the above-listed faculty members, the following scholars will be available for individual consultation: Lee Baker, Peter Cole, David DeCamp, Polly Jacobson, Lauri Karttunen, W. P. Lehmann, Fritz Newmeyer, Susan Schmerling, and others. Several intensive Oriental and European language courses will also be taught as a part of the regular UT summer session.

Classes will begin June 13 and exams will end July 20; the Program will thus not conflict with the LSA Linguistic Institute in Salzburg.

For further information contact: Summer Linguistics Program, Department of Lingustics, University of Texas at Austin, Austin, TX 78712.

▶ GEORGETOWN SUMMER INSTITUTE IN LINGUISTICS FOR TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES will be held Monday, June 25 through Friday, August 3. Director: James E. Alatis, Dean; School of Languages and Linguistics; Georgetown University; Washington, D.C. 20057.

General Information

The Georgetown University School of Languages and Linguistics, in cooperation with the School for Summer and Continuing Education and the Graduate School, offers a six-week Institute in Linguistics for Teachers of English to Speakers of Other Languages (TESOL). The Institute is designed for those who may not wish to pursue a full master's degree program, but desire a short-term training opportunity for special study of the phonology, morphology, and syntax of English and of methods, procedures and techniques for teaching English as a second language. Participants will generally take regular course work in general linguistics, phonetics and phonemics, English structure, applied linguistics, modern methodology of the language classroom and the language laboratory.

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Eligibility

Applicants should have a B.A. or B.S. degree from an American college or university or its equivalent from a foreign university. Applicants who lack these credentials may be allowed to take the Institute as special students, if their general educational background and experience indicate they can profitably follow the program. Non-native speakers of English must demonstrate English proficiency sufficient to follow the program. A TOEFL score of 550 will be accepted.

Content

The Institute, given in the Summer Session, is a 6-9 credit professional program for native and non-native teachers of English as a Second Language. Students may enroll in one, two, or three courses in the Institute (3-9 credit hours). The normal course load is 6 credits. Requests to take more than 6 credits should be addressed to Dean Alatis.

Courses in the Institute may be taken for two or three credits each. Depending on previous training and experience, participants may choose three courses for two credits in order to get a broader overall view of the TESOL field rather than concentrate on individual subject areas in depth (e.g. in some courses the final term paper is not required; in a course with two term papers only one may be required). The selection should follow the criteria in the suggested programs in Group 1, II, or III. These groupings correspond, in general, to Beginning, Intermediate, and Advanced Students of Linguistics and TESOL. Group 1 for students with no linguistics -- Ling. 357, Ling. 401, and Ling. 411. Group II for students with some linguistics -- Ling. 357, Ling. 417, and Ling. 428. Group III for students with linguistics including English structure (Ling. 417 & 428) -- Ling. 350, Ling. 431, Ling, 435, Ling. 499, Ling. 526, and Ling. 543.

Certificate

All students are given a transcript of course grades. Participants who have the necessary qualifications as teachers and who successfully complete three of the courses (6-9 credit hours) selected in consultation with Dean Alatis, will receive a six-week Summer Certificate*

MAT in ESL and BE, and 18-24 Credit Certificate* Program

In addition to the Summer Institute, Georgetown University offers a Certificate Program (18-24 credits) in Teaching English as a Second Language or Bilingual Education and also a full Master's degree program -- the MAT in ESL or MAT in ESL and BE (33-39 credits).

Those wishing to pursue one of the above-mentioned programs must make separate application to the Graduate School. Admission to the Summer Institute does not constitute admission to the Graduate School.

*The word "Certificate" is not to be interpreted as certification or accreditation to teach in any state or region of the United States.

Once admitted to a graduate program, a student may petition the Dean to apply summer Institute credits toward that graduate program.

Courses

Language Testing (Harris)

Methodology of Language Teaching, Including Teaching English as a Foreign Language (Lentzner)

Readings in General Linguistics (Zarechnak)

Readings in Phonetics & Phonemics (Shukla)

English Structure: Phonology (Kreidler)

English Structure: Morphology and Syntax (Macdonald)

Semantics (Zarechnak)

Case Grammar for EFL Teachers (Cook)

Anthropological Linguistics (Shukla)

Generative Syntax (Napoli)

History of the English Language (Macdonald)

N.B. Only students in the special summer teacher program are allowed to register for two credits. Classes meet Monday through Thursday.

Fees

Course fee:	2 credits $230, 3 credits $345 ($115 per credit hour)
Housing:	Air-conditioned double room (two in room): $281 per student for six weeks.
Meals:	On a pay-as-you-go basis at the University cafeteria.

Inquiries

Specific inquiries regarding the Institute in TESOL, Certificates in Teaching English as a Second Language or Bilingual Education, the MAT in ESL or the MAT program in ESL and BE (special brochure) should be addressed to Dean Alatis, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

Requests for application to the Summer Institute in Linguistics for Teachers of English to Speakers of Other Languages should be addressed to the School for Summer and Continuing Education, TESOL Program, Georgetown University, Washington, D.C. 20057.

FIRST TESOL SUMMER INSTITUTE AND MEETING AT UCLA

The Executive Committee of TESOL has announced the first annual TESOL Summer Institute, which will be held at the University of California, Los Angeles (UCLA). This year the Institute will be held during UCLA's first Summer Session from June 25 through August 3, 1979. The TESOL Summer Institute will provide opportunities for graduate and post-graduate students to participate in theoretical and practical courses of interest to researchers and teachers alike. Four of the graduate seminars will deal specifically with second language acquisition.

Diane Larsen-Freeman and Roger Andersen will both teach sections of English 262K, Second Language Acquisition. The literature on child and adult second language acquisition forms the basis of this course.

For people who have a thorough knowledge of the literature on second language acquisition and have taken a course such as English 262K, an advanced course entitled "Theoretical Perspectives on Second Language Acquisition" will be team-taught by John Schumann, John Lamendella, Steven Krashen and Evelyn Hatch.

John Lamendella will also offer a course on the "Neuropsychology of Second Language Learning." Topics of discussion will include levels of functional organization in the nervous system; critical periods, sensitive periods and neural maturation; information processing activities in primary and nonprimary language acquisition; cerebral lateralization; language disorders in monolinguals, bilinguals and polyglots.

Courses in Discourse Analysis/Language in Context will be taught by John M. Sinclair and Evelyn Hatch. Professor Sinclair's section will focus on classroom discourse, while Professor Hatch's course will be a survey of discourse analysis and its relationship to language acquisition and language performance in formal and informal learning environments.

In addition to these and other courses, the TESOL Summer Institute will sponsor a Forum Lecture Series. These presentations will be given by distinguished scholars in disciplines related to TESOL. Topics of special interest to language acquisition researchers will include H. Douglas Brown's talk, "Reinforcement Theory Strikes Again: Feedback in Second Language Learning and Teaching" and G. Richard Tucker's presentation, "Problem Solving by Adult Second Language Learners." Other Forum Lecturers include Merrill Swain, Elaine Tarone, Christina Bratt Paulston, Earl Stevick, Mary Galvan, Charles Ferguson, Ian Catford, Gilbert Garcia and Ron McKay.

It is anticipated that the first TESOL Summer Institute will admit approximately two hundred students. There will be a flat-rate tuition charge of $325.00 for all participants. This tuition will entitle a student to enroll in two courses and to attend the Forum lecture series. For further information and enrollment materials, write to Russell N. Campbell, Director, or Kathleen M. Bailey, Assistant Director, TESOL Summer Institute, 3303 Rolfe Hall, University of California, Los Angeles, CA 90024.

The first TESOL Summer Meeting will take place July 13 and 14, 1979 on the UCLA Campus during the Summer Institute and will feature:

general sessions with major speakers, presentations by TESOL'ers, publishers' exhibits, rap sessions, and social activities. For information regarding accommodations and registration for the Summer Meeting, write to: TESOL Summer Meeting, 455 Nevils Building, Georgetown University, Washington, D.C. 20057.

LSA SUMMER INSTITUTE AND MEETING

The 49th Linguistic Institute of the Linguistic Society of America (LSA) will be held jointly with the 2nd Salzburg International Summer School in Linguistics (SISSL), July 23 - August 31, 1979 at the University of Salzburg, Salzburg, Austria. The Institute, the first ever to be held outside the United States, has as its theme, "Biology and Language."

Among the courses offered are:

On the Origins of Language (P. Lieberman)

Language and the Genetic Code (R.B. Lees)

Introduction to Psycholinguistics (T. Roeper)

First Language Acquisition (T. Roeper)

Language Acquisition and the Deaf Child (D. Fry)

A Piagetian Approach to Language and Cognition (L. Barblan, J. Gerard, E. L. Rappe du Cher)

Second Language Learning (L. Jenkins)

Introduction to Neurolinguistics (H. Whitaker)

Seminar in Aphasia (H. Whitaker)

Plurilingualism (M. Wandruszka)

The Summer Meeting of the LSA will take place on August 2-4, 1979 jointly with the 5th Salzburg Linguistics Meeting (main theme Psycholinguistics). The program for the Meeting will appear in the June LSA Bulletin.

UPCOMING CONFERENCES

THE FOURTH ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT will be held on September 14 and 15, 1979. Papers to be presented will deal with theoretical and applied research in the areas of first and second language acquisition, bilingualism, reading, sign language, and language development of deficited populations. For information, write to: Rebecca Kantor, School of Education, Conference on Language Development, Box F, Boston University, Boston, MA 02215.

DELAWARE SYMPOSIUM ON LANGUAGE STUDIES, I

The Department of Languages and Literature at the University of Delaware is pleased to announce its first symposium on language studies, October 18-20, 1979, at the Clayton Conference Center on the University campus.

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Topics addressed will include the following: discourse in the classroom, models of grammar and second-language acquisition, notational syllabi, contrastive/error analysis, verbal strategies, bilingualism and bilingual education, and the interfaces of language with personality, culture, and ethnicity.

If you wish to attend the Symposium, you may pre-register now at the special reduced rate ($15.00). Registration at the time of the Symposium will be $20.00.

For information on presentations, contact: R. Di Pietro, Chairman, Department of Languages and Literature, University of Delaware, Newark, DE 19711.

For registration information, contact: Prof. Alfred Wedel, Arrangements Chairman, Department of Languages and Literature, University of Delaware, Newark, DE 19711.

▶ LANGUAGE TEACHING IN JAPAN '79 (LTIJ '79)

JALT (Japan Association of Language Teachers) will hold its annual Language Teaching in Japan Conference (LTIJ '79) at Doshisha University in Kyoto, November 23-25, 1979. Abstracts are solicited for presentations ranging from 30-minute papers, demonstrations to 6 hour workshops on topics relevant to language teaching and learning. Send two copies of a 200-word abstract plus 50-75 bio-data statement before August 31 to: Kenji Kitao, Department of English, Doshisha University, Kamigyo-ku, Kyoto, 602 Japan.

▶ THIRD LOS ANGELES SECOND LANGUAGE RESEARCH FORUM

The Third Los Angeles Second Language Research Forum will be held at UCLA from the evening of Friday, February 28 until Sunday, March 2, 1980. This is the weekend before the TESOL convention, to be held in San Francisco. Preregistration (due by December 15) will be $5 for students and $10 for others. For further information, write: Jeannine Gerbeault, Chairman, Los Angeles Second Language Research Forum, English as a Second Language, UCLA, Los Angeles, CA 90024 USA.

Abstracts (200 word maximum, four copies without name) plus one 3x5 card with author's name, affiliation, and title of paper, are due by October 1, 1979, and should be sent to Michael H. Long, Program Chairman, at the same address. The same abstract should not be submitted to the 1980 TESOL convention. Acceptance or rejection of abstracts will be communicated by November 15. A selection of papers from the conference will be published.

▶ CLAC

The California Linguistics Association Conference will be held at California State University, Long Beach, May 3 and 4, 1980.

ANNOUNCEMENTS

▶ UNIVERSITY OF BIRMINGHAM MA IN APPLIED ENGLISH LINGUISTICS

The University of Birmingham is establishing a new kind of MA degree course, specially adapted for those engaged in the profession of teaching English overseas. It extends over two years of part-time study, and uses the "sandwich" principle, alternating periods of study in Birmingham with periods of monitored field research while the student is teaching in an overseas institution. In this way it is hoped that the student may remain in full-time employment while working for the degree, using periods of leave and vacation to work in Birmingham.

Course Plan

The two years of study will be divided into four phases. A typical pattern will be:

Phase 1	Terms 1 & 2	Preparation: at post
Phase 2	Term 3	Intensive study: Birmingham
Phase 3	Terms 4 & 5	Field research: at post
Phase 4	Term 6	Intensive study: Birmingham

Phase 1 will be supported by a local monitor and will follow a detailed plan of study. Phase 2 will check and revise the Phase 1 work and proceed to an intensive term's work which will seek to establish the current state of affairs in English teaching and contributory disciplines. Towards the end of Phase 2 a detailed research plan will be drawn up for each student with his Birmingham supervisor, informed by local conditions in the student's overseas institution. Several substanial tasks will be set in areas such as testing, materials design or evaluation, student attitudes and motivation, self-access materials, audio-visual aids, study problems.

In Phase 3 the student returns overseas and carries out the programme of field research over the following nine months or so. A thread of guided study continues in this phase. At the end of Phase 3, the student comes back to Birmingham bearing with him final drafts of his field research reports. These are read by the Birmingham supervisor and polished for assessment during Phase 4. The course work in Phase 4 explores problem areas in the subject, discusses experiment, innovation and development. It invites the student to become an independent thinker and practitioner in his field. Particular attention will be paid to specialised forms of English teaching, for academic, vocational or operational purposes.

The Syllabus

A typical pattern of syllabus units is as follows (subject to revision):

Phase 1	001	Linguistics reading package
	002	Applied Linguistics reading package
Phase 2	01	Linguistics
	02	Applied Linguistics
	03	Sociolinguistics
	04	Psycholinguistics and Testing
Phase 3	005	Discourse Analysis reading package

Phase 4 05 Discourse Analysis and Intonation

06 Text Analysis

07 Materials Examination

08 Syllabus Planning

Assessment

The following system of assessment is proposed:

a) After Phase 1 (pre-registration phase): a three hour quiz-type examination set in Birmingham but taken locally. Admission to Phase 2 will depend on a pass.

b) After Phase 2: a three hour examination on the course work, set, invigilated and marked in Birmingham. Admission to Phase 3 will depend on a pass.

c) After Phase 3: Assessment of the field research projects carried out in Phase 3. Admission to Phase 4 will depend on evidence of satisfactory work.

d) After Phase 4: i) a three hour examination on the course work;
ii) assessment of a final materials development unit. It is intended that this should be largely drafted in Phase 3 and be available in final form at the end of the examination period or very shortly afterwards; iii) assessment made of Phases, 1, 2, and 3.

The Overseas Monitor

The student's course and project work overseas will be organized by a local monitor. The monitor acts in a general supervisory capacity only rather than in a teaching capacity, and is not responsible for assessment. His general responsibilities are:

a) to act as a link between Birmingham and the local institution and to ensure that messages and materials from Birmingham are communicated and distributed to the students and vice versa;

b) in Phase 3 to ensure the continuation of the project work;

c) to deal with day-to-day student problems, e.g. illness, which might affect a student's performance;

d) to ensure student access to relevant resources.

It is also hoped that liaison visits will be made by Birmingham staff to students in their overseas bases.

General

In the highly competitive and fast-moving field of ESP teaching a course is urgently required which combines features of post-experience and postgraduate work. The attraction of this new MA for an established teacher is that he does not need to interrupt his career to gain a qualification. Modern specialisations in English teaching are difficult to study when divorced from actual practice, and the sandwich pattern is a positive advantage in the teaching.

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MA students will be registered for two years of study. Entrants are expected to have reached a sufficiently high professional and academic standard that they can cope with the monitored project work and intensive academic courses. The Faculty's normal requirements for MA admission are a good Honours degree or equivalent. Some experience in teaching, particularly teaching English overseas, is of course also necessary. Applications are considered individually. Because of the need for local monitoring in Phases 1 and 3, the University will have to secure the cooperation of overseas institutions before firmly admitting students to the course.

The intensive courses in Birmingham will be attractive not only to MA students but to several categories of non-graduating student, who can be admitted under existing regulations as Occasional Students.

Tuition Fees

These have not been finalised, but at current costings look like approximately £900 p.a. This is close to the anticipated fee for full-time postgraduate study next session.

Interested applicants should reply as soon as possible to: Professor J.M. Sinclair, English Department, P.O. Box 363, University of Birmingham, B15 2TT, England.

PUBLICATIONS

The first issue of The Journal of Research in Reading appeared early in 1978. This new journal, which will be published twice a year, will be principally devoted to reports of empirical studies in reading and related fields, and informed reviews of relevant literature. It is also intended to include brief research notes (including abstracts of theses), notices of conferences (including calls for papers), and reviews of books and published research reports. The main language of the journal is English but some articles may be in French. Also, there will be substantial summaries in French of most of the contents, and English summaries of articles published in French. The journal is supported financially by the United Kingdom Reading Association but has an Editorial Advisory Group which includes representatives from several European countries. It is hoped that the journal will help to provide a forum for European researchers into reading, although an international readership is anticipated. A style sheet is available for those interested in contributing to the journal. Please request this from: A. K. Pugh, Editor: The Journal of Research in Reading, The Open University, Fairfax House, Merrion Street, Leeds. LS2 8JU, Great Britain.

Special annual subscription rates for the two issues in the first year of publication (1978) are as follows:

Individual Members of the United Kingdom Reading Association	£1.50 p.a.
Other subscribers (including institutions) in Britain and Europe.	£3.00 p.a.
Subscribers (including institutions) outside Europe	£4.00 p.a.

Payment in sterling is preferable: other convertible currencies may be accepted.

For information regarding subscriptions, write to: Subscription Secretary: Journal of Research in Reading, 212 West End Lane, Horsforth, Leeds, LS18 5RN, Great Britain.

▷ Prepaid copies of the A.B.C. (Association of British Columbia) TEAL (Teachers of English as an Additional Language) Occasional Papers, 1979 may be purchased for $3.50 (Member of B.C. T.E.A.L.) or $4.50 (non-members) by writing to: B.C. T.E.A.L. Occasional Papers, c/o B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, B.C. V6J 3H9, Canada.

▷ "A bibliography of Swedish contrastive linguistics and error analysis" (January 1979, 29 pp.) by Stig Eliasson can be obtained by writing to: Stig Eliasson, Department of Linguistics, Uppsala University, Box 513, S-751 20 Uppsala, Sweden.

▶ CALL FOR PAPERS

We are pleased to announce a new international journal which reflects the belief in the relationship between basic and applied psycholinguistics held by a growing number of researchers and practitioners in such fields as psychology, linguistics, speech and hearing, sociology, education (including special education), language learning, neurology and psychiatry.

Applied Psycholinguistics is designed to fill the need for a comprehensive, rigorously refereed journal to include the best new work consistent with this belief.

The Editor of Applied Psycholinguistics is now calling for papers reporting work (empirical, theoretical and methodological studies; literature reviews) in which applied problems are approached from the standpoint of basic research and theory in experimental, developmental and social psycholinguistics and related areas of cognitive psychology.

The scope of Applied Psycholinguistics encompasses work on both normal and disordered language and communicative development in children and normal and disordered language and communicative functioning in adults. Articles and notes may deal with processes (e.g. underlying representations, linguistic production, comprehension and memory), etiology (where appropriate), development, social and other environmental interactions, assessment, intervention and pedagogy, but must reflect the journal's basic research and theory orientation toward applied psycholinguistics.

In addition to full length articles and shorter notes, a special feature of Applied Psycholinguistics will be the "Editor's Overview" in each issue, which will serve an integrative function and help readers keep abreast of major trends in the field.

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The following topics, and the interrelations between and with them, are of particular interest.

a) Certain aspects of language and communicative development and functioning in normal children and language and communicative functioning in normal adults:

Reading, writing, learning from texts and lectures (and other modes of verbal presentation), second-language learning and bilingualism, dialect and social-class differences, the assessment of linguistic maturity and communicative competence, the application of psycholinguistics to computer language design and the design of written and oral information (e.g., instructions), nonverbal communication (e.g., sign language, gestures).

b) Language and communicative disorders in children and adults:

Delayed language development, adult aphasia, childhood aphasia, reading disorders, writing disorders, disorders of articulation, phonology, speech sound perception or fluency, autistic and childhood schizophrenic language, adult schizophrenic language, disorders associated with: mental retardation, environmental deprivation, motor impairment, specific learning disabilities other than reading and writing, sensory deficit (deafness, blindness), dementia.

Instructions to Authors

Manuscripts: Authors of articles or notes are requested to submit their original manuscript plus two copies. For further information regarding style, write to: Sheldon Rosenberg, Editor, Applied Psycholinguistics, Department of Psychology and Institute for the Study of Developmental Disabilities, Box 4348, University of Illinois at Chicago Circle, Chicago, IL 60680.

Applied Psycholinguistics will be published quarterly beginning in 1980. Subscriptions to Volume 1 (1980) in the U.S. and Canada: $45.00 for institutions; $25.00 for individuals subscribing for their personal use. Single parts: $15.00. (Comparable prices for the rest of the world will be set later.)

EXCHANGE PUBLICATIONS RECEIVED

The Carrier Pidgin Vol. VIII, No. 1, March, 1979.

Interlanguage Studies Bulletin 3, 1 and 2, 1978.

International Journal of Psycholinguistics 4, 2, 1977 and 5, 1 and 2, 1978.

Institute of Cultural Pluralism Newsletter Vol. 1, No. 3, March/April, 1979.

Studies in Second Language Acquisition Vol. 1, No. 1, May, 1975, and Vol. 1, No. 2, June, 1977.

T.E.A.L. Occasional Papers, Vol. 3, 1979.